

the book of GAMES

for

BOYS AND GIRLS

how to lead and play them

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to my inspiring friends,

***Buster and Edith Brown,
and all others who add joy to life.***

preface

Games stimulate the whole child, and while a round of "Crows and Cranes" appears to provide mere physical activity for Doug and Betty, it also causes them to react mentally, socially and emotionally. In the give and take of playing, the children express themselves. By getting in on the ground floor—in presenting games to children—adults enter the child's realm, the play world, and can observe the boys' and girls' reactions to social situations which the games present. The first chapter in this book introduces the child at play and attempts to give some understanding of the very special meaning that games have to the growing boy and girl.

Chapter II discusses methods for teaching games. Most adults can lead games if they can recapture the enthusiasm and spirit of play from their own childhood. But there are short cuts to self-confidence and success. This chapter discusses techniques for selecting and presenting games and ways of organizing groups for play.

As a member of the group the adult refrains from monopolizing the leadership and shares it with the boys and girls. Games afford possibilities for developing good leaders and players. Chapter III proposes tangible suggestions for allowing children to lead and assist in games.

All work and no play produces dullness, so the book not only provides the material for the preparation of teaching games, but the chapters also include indoor games for the classroom, clubroom, home, playroom and gymnasium, as well as games for the playground. Knowing the scarcity of supplies for games in many homes, schools and playgrounds, the author has suggested games with and without equipment. In activities requiring equipment, the number of items has been kept at a minimum.

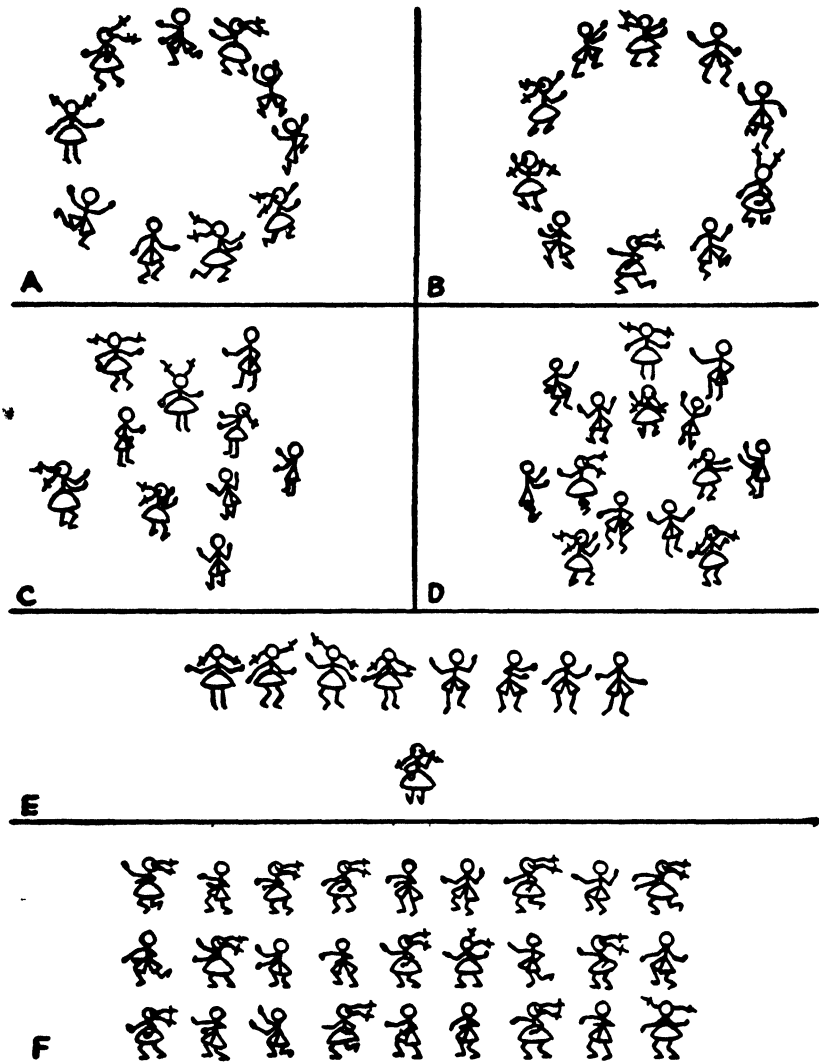
With the arrival of holidays come also the children's requests for special parties. Various appropriate games for the festive days of the year appear in Chapters VI, VII, VIII.

Then comes picnic time. The final chapter describes picnic games and also suggests how picnics can be planned cooperatively and given extra dash with a colorful theme.

The author anticipates that the parents, teachers and leaders who use this book will come to share her enthusiasm and joy in playing games with boys and girls.

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Formations

- A. Single circle, players moving counterclockwise
- B. Single circle, players moving clockwise
- C. Double circle, alternate players forming the inner circle and all players facing the center
- D. Double circle, partners facing each other
- E. Line, players abreast facing leader
- F. File, players one behind the other facing the same direction

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1

the child at play

In the world of play a child is often his natural self, sometimes a very different personality from the one the adult sees in more formal situations. The transformation that takes place during a game often reveals the inner child expressing his joys and fears without artificial restraint. To the observant adult there will be encountered many boys like Kenneth, uncombed, underweight and shy. At home he is continually "hollered at" and always appears to be in the wrong. In school he seems afraid to hear his own voice and when he reads, resorts to mumbling under his breath. Instead of following directions, Kenneth shrugs his shoulders in an "I don't know" fashion and sits without responding. He possesses the ability for average work but falls under par because he neither tries nor cares. The teacher attempts in many ways to help him. Then one day she observes him at play. In the excitement of the game, Kenneth becomes alive. Amidst the fun of playing, he becomes so absorbed in what he is doing that he forgets himself and reveals some of his inherent desires and possibilities.

The unfolding of personality starts when Kenneth makes a good throw in "Pin Guard," and wins the acclaim of other players. A spark of self-confidence is ignited through group approval and recognition. As the game proceeds with Kenneth in the circle, he cautiously guards the pins and practically dances from side to side to keep the circle players from knocking the pins down with their well-aimed shots.

A child like Kenneth who fails in school because he is maladjusted and insecure often finds through play an outlet for his emotional needs. The play group offers him an opportunity to act naturally and spontaneously, and enables him to be himself. The group stimulates his effort, and he feels a strong desire to do his best when he feels that he belongs and that his playing is important. When his throw in

"Pin Guard" sends the guard from the center and enables him to take the guard's place, Kenneth gains a sense of achievement. In the give and take of the game he also earns a respect for himself and others which is essential to social living. As a member of the group, he deals with social situations on his own level.

Dorothy is quite the opposite of Kenneth, yet both have in common the desire to belong. Dorothy is a plump, well-permanented, know-it-all and say-it-all girl. At games, she is in her element. In taking turns she thinks there is only one turn—a continuous one for her. However, Tom, Sue, Bill and Margaret have similar desires. Through the discipline of the group Dorothy soon discovers that she has not become popular with the children by trying to take all of the turns. When the children have an opportunity to choose someone to be "It" or to be the leader of a game, although Dorothy definitely voices her desires on every occasion, the children ignore her. In her normal wish to achieve group approval, Dorothy gradually learns to modify her aggressive behavior.

Many groups include children who range in emotional development from timid Kenneth to bold Dorothy, and all these boys and girls are social beings who want to express themselves and secure recognition. Each child craves the feeling that his group is "tops" and that his pals think he is "swell." Although some of the children may be on the outside of the group looking in, it remains the leader's responsibility to try to help each child adjust so that he can experience good group relations. Being accepted gives the individual a feeling of security within himself that enables him to put his chin where it belongs. He can look confidently and sincerely into the eyes of another, neither looking down like Kenneth nor carrying a nose up like Dorothy.

No lecture on cooperation is as effective as the disapproval and admonition of the group in getting the child to do his part. In games, children not only express themselves, but learn also to subordinate some of their desires for the welfare of others. In a game where the players throw and retrieve a ball in an attempt to hit a player and get in the center, some individuals will snatch the ball whenever they get near it. Pushing the players to the right or left does not bother them. Here again the leader can help to channel these selfish traits into desirable areas of self-assertiveness.

Around the circle the leader may find one or more children who just stand and screech. They make no attempt to stop the ball as it

comes their way, forgetting their part in the game entirely. These children need to learn self-control. They have not yet learned to inhibit their feelings, so that when they are in an exciting situation they display little or no control. In many instances these children arouse the resentment of the group. After several shrieks and a slowed-up game, shouts of "Stop that and pay attention!" come forth from the other players. A tug or two at the sweater or coat of the screecher is not an uncommon result, and the howling dwindles. This does not mean that children play active games in silence, for that defeats the benefit of games in allowing children to express themselves. Games furnish a safety valve for letting off steam, and an opportunity to relieve tensions.

When children are playing together they exhibit the whole range of emotions ranging from unselfishness to anger and jealousy. An exciting game reveals negative as well as positive traits. As a child or his team loses, he may face the fact graciously or he may accuse the others of unfair play. Here again the leader's guidance enters the scene. "All right, you lost today, tomorrow you might win. This time Tom and Jane helped to win the game. Can any of you tell me why?" No doubt the answers prove revealing. "They threw the ball well. They did not push like our team did."

Games afford many similar situations for guiding the development of attitudes. When a child feels uncomfortable in his environment, he sometimes excuses and blames the defeat on anything but his own poor playing. However, if a child can learn to win without bursting the buttons off his coat, and to lose without looking like a sulking alley cat, games will have been for him the vital experience they should be in his growing up. By adjusting to his environment, whether it offers victory or defeat, he takes a big step forward in learning to get along with himself and others.

This does not mean that games are so magical as to create angels on the spot. The interplay of twenty or thirty different personalities may be likened to the combining of ingredients to make a stew. The result may be good or bad depending on the combination. When children play together, these possibilities constantly challenge the leader. In the role of the wise and encouraging counselor, the leader can help the child to adapt himself as the game requires, knowing that the child will transfer some of this ability to the problems he faces in the classroom and in everyday happenings. Characteristics of fairness, cooperation,

considerateness, sharing, kindness, tolerance and loyalty do not belong merely to the play or school group. They constitute traits of moral and social significance that are carried over into all of the child's growing years and into his adult life.

A child who has had happy experiences with games is more likely to continue participation in games and sports as an adult. At parties, picnics or social events he does not join the line of spectators, but he derives the benefits and joys that come from participation. He has an insurance policy that pays dividends during a happy childhood and provides rich resources for the leisure hours of later life.

the leadership of games

Skills are necessary for the enjoyment of games, but more important are the proper attitudes which make playing a joyous and satisfying group experience. In the role of game leader, the adult has the privilege of entering one of the inner sanctums of childhood. This is the child's world and here the child has precedence. The leader is a member of the group.

He is more experienced, to be sure, but he does not drill or stress perfect performance as must a professional coach. Star performers are not his concern. He is interested in helping every child in the game to find happiness and satisfaction in play. The methods of game leadership which he has learned from his own experience and the experience of others assist in achieving this objective.

Keeping children in the game and helping them to feel secure are important responsibilities of the game leader. With this in mind, the leader tries to compliment the child for his endeavors and minimizes his weak points or failures. When the sensitive boy or girl fails to catch or hit the ball in "Bat Ball," the leader should refrain from calling attention to the failure but should try above all and whenever possible to find something positive to praise about the child's performance which will help him to improve his skills. Likewise, the leader tries not to over-emphasize Johnny's excellent playing ability for fear he will "get too big for his breeches."

Remembering that games are synonymous with activity, the leader usually withholds comments about behavior or performance until the conclusion of the game. This does not mean that he does not spontaneously express admiration or encouragement whenever appropriate. Nor does it mean that the leader should ignore a situation that, for example, one child may provoke by pushing a player instead of tagging him in a

game. Sometimes it will be necessary to halt a game in order to offer suggestions regarding the behavior of the group or their playing, and often the remarks prove more effective at the point of the incident's occurrence than later. However, all suggestions should be kept at a minimum while a game is in progress.

Frequently the less skilled boy or girl is the first out of every game. If the child has to sit out the games several times for failure to play them well, he most likely will develop a negative attitude toward playing games. Failure is not fun; it causes embarrassment to the child. Therefore, instead of relegating the child to the sidelines the leader should see that he remains a part of the game. For example, in "Shamrock Snatch," where there is one less shamrock than the number of players, one player is eliminated from the action each time it is played. For a device to keep the "eliminated" player in the game, the leader can have him hold a trefoil while he marches around with the others. Though he cannot snatch the shamrocks as the game continues, he can remain a part of the activity. In "Farmers and Gobblers" the caught gobblers are sent into the center of the circle and remain there until they get partners; then they immediately participate in the activity again by helping to catch other gobblers. In "Gobble! Gobble! Gobble!" the player who forgets to gobble instead of stating the proper number, though penalized, sits with another player who still remains in the game. When the couple fails to gobble at the right time, as its turn comes up, instead of sitting passively and taking no further part in the game, the players nod their heads in turkey fashion.

Through the use of such devices for keeping all the players active, everyone continues to enjoy the game until its conclusion. This tends to prevent the children from feeling that they do not play well, and from adopting the pattern of no longer trying or caring. This will also prevent them from settling too early into the role of the spectator and thereby losing the joy of participating. The game leader who considers the child first thinks of the welfare of all the children and attempts to put that consideration into practice.

INSURING SAFETY

Sitting, which becomes a pleasure to the adult, proves distasteful to the growing child who craves and needs activity to relieve tensions and to develop the large muscles. Like the track star awaiting the

starting signal, the child is ready to "go" at the first mention of activity.

In their desire for activity boys and girls may over-exert themselves by engaging in games that prove too strenuous and in which physical exertion is prolonged. By alternating active with less active games the leader gives the children a chance to catch their breaths and keeps them from over-exertion. To alleviate further the possibility of children playing beyond their physical capacity, the leader can adapt the games to suit the children. Thus, rules, size of playing area, distances for races and relays, and the length of the playing period are all relative to the maturity and ability of the group.

Children also tend to go beyond the safety mark in exertion when the feeling of competition grows keen. A philosophy that encourages playing for the fun of playing is the proper one for young children. Having them play in teams and in highly organized games for which they are not ready may result in physical harm for the child and create a dislike for the activities, and even for games in general.

At about ten or eleven years, boys and girls play separately during the active game period because they differ in the kinds of games they enjoy. The boys want more rough and tumble games; the girls are satisfied with games which do not require as much strength and endurance. Even so, in games for the classroom, holidays, playroom or gymnasium, the leader can find many that are enjoyable to both boys and girls alike since they are not called upon to compete physically.

SELECTING GAMES

Although many children engage in almost any game that promises activity and fun, they have their preferences and will play their favorite games over and over again. The leader should know the games which are most popular with the group but should also introduce new games to broaden their experience. Leaders sometimes are so pleased by their success in presenting a game the children enjoy that they often suggest the same activity on all occasions. In observing a third-grade teacher conducting her class, the author noted that whenever a dull moment arose in the schedule, the teacher with no warning would bring "Simon Says" to the fore. The children apparently had stood their thumbs on end so often that their lack of enthusiasm for the game finally kept their thumbs at half mast.

Examining the general game interests of children indicates that they enjoy variety. By giving the boys and girls a balanced program of games—those emphasizing physical, mental, social, creative or rhythmic aspects—the leader helps the children to express themselves fully and gives them a well-rounded repertoire of games. Variety does not mean that the leader goes to the other extreme by teaching a new game at each period. Children take pride in playing games that they know well, and it is necessary for them to know some games well if they are to direct their own activities. By encouraging the children to suggest games from the list they know, the leader learns which ones appeal to his particular group; and through presenting a repertoire of varied activities, he furnishes the children with a basis for selection. Getting the children to offer suggestions for the game program provides a good starting place for sharing responsibility with the group.

To help the inexperienced leader in making selections, a list of general game interests for different ages appears below together with an illustrative game. No attempt has been made to classify all the games in the book according to age or grade, since many games carry over from one age to another. Few games of the type that are starred are included in this book—singing games, table games, sports—because many books are already available which feature these activities.

FOR FIVE- AND SIX-YEAR-OLDS

Cat and Rat — simple chasing, one runner and one chaser

Charley over the Water — repetition

Visiting the Zoo — imitation of animals

I Had Fun — make believe

Tag — running

Traffic Lights — skipping and hopping

Who Is Missing? — hiding and seeking

Drop the Handkerchief — circle games

*Singing Games

The leader should stress activities which enable the child to use his big muscles—activities which involve running, jumping and skipping, for instance. Because of his short interest span, the games should be of short duration having a quick climax. Because the child is intensely individualistic, he enjoys games in which “I” is of utmost importance; on

the other hand he also needs the experience of functioning as part of a group.

FOR SEVEN-YEAR-OLDS

Midnight — chasing
The Sea — running
Colonial Hop and Skip — hopping and skipping
Follow the Leader — imitation
A Day in the Zoo — make believe
*Singing Games

While the seven-year-old engages in many of the same type of activities as the six-year-old, he begins to grow more interested in the group and wishes to secure its recognition.

FOR EIGHT- AND NINE-YEAR-OLDS

Crows and Cranes — group chasing
Dodgeball — dodging
Center Base — ball games
Bat Ball — simple team
Pom Pom Pullaway — running
Pin Guard — throwing
Catch of Fish — games with chance of being caught
Black Cat Hunt — hunting games
The Versatile Flute Player — imitating
Hit the Basket — kicking
Nature Quiz — games related to school subjects
Grateful Moments — charades, variation

As the child's power of comprehension matures, he enjoys games with more rules and points of interest. Games that are more prolonged and those in which he can challenge others to catch him appeal to him.

FOR TEN-, ELEVEN- AND TWELVE-YEAR-OLDS

Take and Place — relays
Newcomb — team play
Black and White — chasing
Auto Assembly Line — hunting games

Spud — throwing
Are You an Actor? — dramatic
Holiday Pantomime — charades, variation
American Headliners — games related to school subjects
Boundary Ball — more highly-organized group games
*Table Games

This group enjoys games with more complicated rules. Players desire responsibility which gives the leader a natural interest to use as a springboard in developing child leaders.

FOR THIRTEEN-, FOURTEEN- AND FIFTEEN-YEAR-OLDS

*Sports
*Table Games
Words with Action — charades
Speak Up! — social

It might be inferred that at the conclusion of each of these age categories the child discards those interests in games and adopts new ones. What actually happens is that the child shelves the ones which seem babyish to him. In many instances the child continues engaging in the same type of activity except that it takes on a more complex form. A child in the intermediate grades considers "Brownies and Fairies" a baby's game, but he delights in "Crows and Cranes," which employs the same basic act of chasing. A college athlete thinks "Crows and Cranes" a child's game, but he enjoys football and will dash down the field for a touchdown with the opposing side in pursuit. The basic enjoyment in chasing continues from the primary grade to college. Other types of action likewise carry over through the school years.

PREPARING FOR THE GAME PERIOD

As a contributing member of the group the leader, like the children, desires to succeed. To insure his success as a game leader, he should make detailed plans in advance. Understanding the games and rules before presenting them to the children is essential. Jotting down the rules for a new game on a card which the leader keeps in his

pocket and to which he can easily refer, bolsters up his self-confidence. Usually the leader will not have to extract the card of rules, but the fact that they will be on hand when needed will prove reassuring to him.

All supplies and equipment should be assembled and checked beforehand. Storing the supplies in a basket or carton keeps them in place and simplifies transporting the equipment from the storage cabinet to the scene of action.

Before the game begins the leader should have someone draw the necessary boundaries for play or the starting and goal lines for relays. Chalk or poster paint that washes off the floor makes a good medium for indoor marking. Moistened chalk produces better markings on polished wood floors. Outdoors chalk is effective on some hard surfaces, but painted markings are better because they last longer. A lime marker, if available, will lend ease to drawing lines on grassed playgrounds. However, the leader should obtain a compound of which the chemical ingredients will not burn a child when falling upon it. White tape is another possibility for green play areas. On earth playgrounds a sharp stick is a handy tool for marking. A stacked pile of bean bags also provides a way for indicating goals or boundary corners. The ingenious leader of games can think up other innovations.

CONDUCTING GAMES

Boys and girls like action rather than words when they are ready to play. The following devices help get the games off to a speedy start and keep explanations down to a minimum.

State

simple, clear directions.

Illustrate

formations of plays with diagrams when they seem helpful in teaching the game.

Show

how the game is played by having a few children go through the game.

Ask

the children if they have any questions before starting to play.

Play

with a minimum of suggestions after the game is underway.

Stop

playing the game while the children are still enjoying it.

Use

definite signals to demand attention—in the classroom, a raised hand—on the playground, a whistle—in the playroom, clubroom, gymnasium or home, a raised hand, whistle or chord on the piano.

Signals

to start the games that use them— Ready! Set! Go! or a whistle.

ORGANIZING THE PLAYERS

By using either a line or circle formation as a springboard for activities, the leader keeps the children easily under control and simplifies getting the players into formation. With young players, the leader merely extends his arms sidewise and clasps the hands of the children on his right and left, telling the group to form a circle. For older children, the leader asks the boys and girls to form a circle. To move clockwise, the players move around the circle to their left—counterclockwise, to their right. The circle has a unifying effect, for everyone is a part of it. It provides an advantageous position for giving directions because the leader sees everyone and readily secures attention.

To form a double circle, the leader asks one child from the single circle to take two steps toward the center. Starting with this boy or girl and following a clockwise direction around the circle the leader indicates every other player to take two steps toward the middle. These players form the inner circle and the players remaining in the original circle compose the outer circle.

Leaders frequently use a line formation from which to organize teams or sides for the game. Where boys and girls play together the boys stand at one end of the line and the girls at the other. This helps to get both boys and girls on a team when the children count off for teams. Otherwise, in counting off, the boys will change places in the line, so that they can play with boys of their own choice. For games requiring two sides, players count off by twos: 1-2-1-2, etc.; three teams or sides: 1-2-3, 1-2-3, etc.; four teams: 1-2-3-4, 1-2-3-4, etc. Ones form the first team; twos, the second team; threes, third; and fours, fourth. The leader designates where each team plays. The line

formation is utilized in playing such games as "Teacher and Class," "Snatch the Club" and "Crows and Cranes."

For diagrams illustrating these formations, see page x.

When the leader desires to change formation from a line to a circle, he or the child leader marches with the players following him in a single file. Circumscribing a circle, the leader joins hands with the last player in the file. Then all players join hands to round out the circle.

If the boys or girls stand or sit in a single file one behind the other they are said to be in relay formation. Each file or row now forms a team which can perform, one at a time, an activity like running, hopping or skipping from a starting line to the goal and back to the line.

Organization for play becomes simple or complicated depending upon what games the leader plans to use. If the leader starts the period with a circle game, such as "Thin Ice," then follows this with the players counting off to form teams and executing several relays, and finally concludes the session with such a game as "Holding the Bag," he will have provided a game for group warm-up at the beginning, team play during the center portion and finally a circle game to bring the whole session to a unified close. When the players count off for teams, the teams should remain intact during the entire period to save time for play which would otherwise be wasted in counting off more than once.

REGULATING THE SIZE OF GROUPS

All games are more alive and interesting when there is sufficient activity to challenge every player. On the playground where the size of the group varies during any given game period, the leader chooses games for large groups in which there is a great deal of activity, or steps up the tempo of the games by increasing the number of runners and chasers. In schools where the size of the group remains constant and the play period is a relatively short recess time, several methods may be used to divide the number of players into smaller groupings which will more nearly resemble the natural play group and which will insure increased activity for all players.

REPEATING GAMES IN EACH GROUP

In this simple method for group play, the teacher with thirty pupils asks ten to play in each group. Before going to the playground

or playroom the teacher assigns the games which all groups will play at the same time. If equipment is at a premium, the teacher may have to suggest games without equipment or allow one group to use supplies while the other two groups play games without equipment. The instructor selects the leader and assistants. The equipment managers get the supplies for their groups from the storage cabinet, take them to the scene of play and return them after the games. Boundary managers mark any lines needed for the groups' games. All groups play the same game until the teacher blows the whistle for all to change to another game.

ROTATING PLAYERS AND LEADERS

For a more advanced form of group play each unit selects a game from the ones the teacher has previously taught the class. The equipment manager brings the supplies for his group's game to the respective play area. Every group plays a different game under the direction of its leader who is either selected by the teacher or group. Each leader must know how to direct the games that all the groups choose for the session. As children become accustomed to group play each unit should choose its own leader. At the end of the designated time for a game the teacher blows the whistle for play to stop. After reminding the equipment managers to leave supplies in good order for the next group, the instructor directs the children to move clockwise following their leader to the next play area. There each group plays the game for that section under the direction of *its own* leader. The groups and leaders move after each stop-play signal until they have played as many different games as there are groups.

ROTATING PLAYERS, WITH LEADERS REMAINING IN ORIGINAL PLAY AREA

Before going to the play area each group selects a different game. The groups choose their leaders who in turn select assistants. In addition, the boys and girls of each group pick a captain who directs them from one play section to another. Every group plays the game of its choice under the direction of its leader until the teacher blows the whistle to stop playing. The leader and assistants remain behind together with the supplies in their original play section while the captain leads the others in the group in a clockwise direction to the next play area. The children then play the game for that section with a new leader

and assistants. Pupils continue changing until they have played as many different games as there are groups. In this way the groups play under the leadership of several boys and girls, and the leader gains experience in directing the game for many different groups.

TEAM PLAY

At about ten years of age the boys and girls become more interested in highly organized games and enjoy team play. Being on a team sounds grown up and at this age that is exactly how children want to appear. With team play comes the increased feeling of competition. To avoid having too keen a competition the leader should change the teams frequently. Otherwise the children cease playing for the fun of it and place too much emphasis on winning.

In organizing teams the leader can select the captains and allow them to choose their own teams. Usually and normally the captain will pick his friends who play well. The less skilled players wait until the end to be chosen and then the captains grumble about having to take them. By talking with the captains before the choosing of sides begins, the leader can avoid having the poorer players embarrassed and will teach the captains to refrain from commenting on boys and girls with limited skill. In addition to the human value of forming teams of both skilled and unskilled players, the groups are better balanced and the boys and girls will have more fun when the teams compete.

Sometimes the leader may decide to first draw up the teams and then have each group choose its own captain. In this way the instructor can use his knowledge of the playing ability of each boy and girl and can balance the teams by grouping different ranges of skill on each team.

developing boy and girl leaders

Maintaining good rapport with the group requires a willingness on the leader's part to share responsibilities with the boys and girls. It is only fair that they be afforded a chance to function as leaders in their own groups. Furthermore, if the leader expects the children to play under their own direction during the game period or their free time, he must direct their experience toward that goal. The children can assume responsibility for leading games, assisting the adult leader, distributing and collecting equipment, marking boundaries, keeping scores and making supplies, especially for holiday games. Generosity in sharing the various tasks rewards both the giver and the receiver.

Fortunately, self-direction in games is possible and enjoyable for the child when the range of activities falls well within the child's capacity and interests. Children are eager to help and to take on responsibility as long as it is within their capabilities. It is not an opportunity but a punishment when an adult insists that a boy or girl assume a role of leadership beyond his capacity.

A shy child may mature with self-direction and become a splendid leader if the adult uses caution and does not make him feel inadequate in a leadership role. On the other hand, the adult must not always grant leadership to children with the loudest voices. Not every child desires to lead. Children differ in their reactions, and some boys and girls prefer working with a leader to accepting the title role itself. They appear no more unusual than the adult who passes up a promotion because he would rather continue at his clerical job than assume the responsibility for directing personnel. A child who is not quite ready to lead games may be given responsibilities for equipment or for drawing

the boundary lines. These two positions give the shy or backward child sufficient responsibility at first. The equipment manager assembles the correct supplies and brings them to the playroom or playground. For classroom games he gets the supplies for the game leader, helps pass out the equipment and gathers it at the end of the game. He always returns supplies to the storage place. The boundary manager draws any markings that the game requires. In relays he marks the starting and goal lines. When the game requires no boundaries or equipment these managers assist the leader in any way requested. Leaders and assistants retain their positions for several weeks so they have an opportunity to learn and fulfill their obligations.

Children may desire to lead in activities other than games. For instance, in the planning of a holiday party for Arbor Day, a child who has shied away from responsibility at game time may suddenly display enthusiasm and ask to head the decorations' committee for the party.

The leader may be surprised that quiet, artistic Billy wants to assume responsibility. However, if the leader recalls that children are individuals who display many differences of personality the element of surprise will diminish. Through a discussion on planning the decorations, the adult may learn that Billy is extremely interested in trees and birds, and that he has helped his dad plant seedlings and that in his free time he enjoys building bird houses. That is why when the leader tells the group about the meaning of Arbor Day Billy wants to be in charge of the decorations, for he knows he can draw some illustrations of trees to use around the room.

A child's desire to take on leadership is sometimes spontaneous. Billy's interests help to stimulate his volunteering for leadership in creating the decorations for the Arbor Day party. The task of the adult is to see that Billy's experience proves satisfying and successful. The leader may have assumed previously that Billy lacked initiative; however, often when the child feels ready for leadership he will ask for it. By insisting that the boy lead games when he apparently possesses no desire to do so, the leader squelches other possibilities for leading. If the instructor remembers that leadership must remain an opportunity and not the unpleasant task into which it might degenerate if forced upon an unwilling candidate, he will allow greater freedom of expression and choice in leadership. Opportunity means giving as many children as possible the chance to lead.

PREPARATION

Before embarking on self-directed activities boys and girls need a background of playing in a group. To proceed without constant bickering about rules and methods during the children-led games, the players must know the games well and understand the rules. This requires instruction beforehand, and a frequent playing of the games under the teacher's direction. In preparing children to be leaders it is to be hoped that the adult has employed good leadership in teaching them the games, since children learn more readily through good example than by way of description. Learning to play the games under proper guidance gives the children a pattern for conducting their own activities when they assume the responsibility.

Child leaders should not be confused with adult ones, for they revel in activity and want to play as well as lead. Boys and girls are not content to supervise activities; they also want to participate. In many games the child can start the activity under his leadership and then take a part in it. This combination proves ideal for it closely resembles the natural play group wherein children congregate, play and direct their own games.

When the children first try to lead the game, the adult is often tempted to take over because it takes longer for the child to do the task, since he is learning to understand his part and follow through with it. Many children exhibit eagerness to be leaders but do not know what to do unless the adult coaches them. Before leadership can function in games as such both the leader and the players must understand their roles in making their group a cooperative unit.

The wise adult gives the children opportunity for leadership in situations they can handle and does not force the position upon them. He realizes that in a democracy both the leader and the members of the group are equally important. If the play group serves to provide experience in democratic living, the leader and his protégés should occupy places of equal importance; for the success of self-directed activities depends upon the cooperation of both.

RESPONSIBILITIES OF THE JUNIOR LEADER

In his relationship with the members of the game group the junior leader should think in terms of them instead of himself. The adult should make sure the children know that:

1. A good leader treats everyone fairly.

The leader remembers that everyone wants to have fun, so in playing a game such as "Catching Butterflies" in which he blows the whistle to have the couples drop their extended arms to catch the butterflies, he gives the signal whether his friends are about to be caught or not. In "Dodgeball" he sees that all have a turn at being the dodgers.

2. A good leader allows others to help.

Since one of the aims in group activity is giving the members the feeling that they belong, the leader shares his responsibilities for conducting the games with the other children. He asks Tom to take charge of equipment and Sue to mark the boundaries. If he needs more assistance, he readily calls upon other boys and girls.

3. A good leader acts like a member of the group.

In considering others first the leader refrains from becoming a "bighead" with the possibility of needing a larger-sized hat to accommodate the swell. He is not over the group but a part of it. Trying to make the group a cooperative unit, he works well with the other members.

4. A good leader knows he can improve.

From this perspective the child leader becomes willing to take the group's suggestions for making the play period better. Instead of resenting criticism he learns to accept it.

5. A good leader accepts responsibility.

Frequently the possibility of taking leadership fascinates a child. However, when he finds that it requires work the title loses its appeal. In leading games the child needs to understand his duties to the group and be willing to perform them. Play time is precious to the boys and girls and they expect the leader to appreciate that fact.

6. A good leader employs good sportsmanship in winning and losing.

Winning without bragging and losing without sulking form two important hurdles for the child to jump. A good sport plays for the fun of playing and not merely to win at any expense. He also gives the other members recognition by complimenting them on their good play. In losing, instead of blaming Bill or Gretchen for their poor run or throw as the cause for defeat, the leader learns to recognize that perhaps the other team played better than his own.

7. A good leader reports instead of tattles.

Rather than run to home base, the adult, to tattle every time a player misbehaves, the leader talks with the boy or girl and attempts to get cooperation. In situations where a player may get hurt by another child's action—throwing a ball at someone's head—the leader stops the game and reminds John that he may hurt someone. If John persists in throwing the ball in this dangerous manner, the leader's duty includes reporting him.

Besides being able to get along with the members in his group the leader has a thorough knowledge of the game he is to direct. If he appears unprepared to lead, he feels embarrassed; and the group gets out of control. In leading the game he knows:

What

Game he is to lead.

Where

The equipment is.

The boundaries are to be drawn.

How

To play the game.

To score.

To tell the group to play it.

To get the game started.

When

To stop the game if someone is hurt.

To stop the game if a player misbehaves.

In checking the foregoing requisites for the leader it becomes evident that leadership is not a "one-man show." Most of the points refer to the leader and his relationship with the group. The leader can achieve top-notch rating, but he fails if the individual links comprising the group do not cooperate with him. The leader and members form a coordinated unit. This is important for children to learn, for it provides the basis of successful group activities whether an adult or child directs them.

In school and in organized play groups it is sometimes wise to appoint leaders for a week or for some other specified time, and to have them prepare a list of the games they are going to lead. In this way they are sure to be prepared when game time arrives.

RESPONSIBILITIES OF THE PLAYERS

While certain duties belong to the leader in a democratic group, the members also inherit obligations. One of the members' primary obligations is cooperating with the leader and the other individuals comprising the group. Since a child serves more frequently as a participant in a group than a leader, the art of being a contributing member will prove worth cultivating.

With the group forming a design for good human relations it is not surprising that some of the qualities describing a good leader also pertain to the members of the group. Children as members must learn to treat everyone fairly, including the leader; to act like a part of the group; to improve their play; to accept responsibility and follow through; to help the leader and others; and to employ good sportsmanship in winning and losing.

In addition, a member should think for himself, he does not merely follow blindly. When he has an idea that seems worth expressing in helping the leader and group, he offers his suggestions. This does not imply that Oscar continually parts his lips and holds up the playing to offer his brainstorm. His suggestions should be constructive and pertain to the improvement of the game period. The leader and the member do not resemble the ventriloquist and his dummy; each represents an individual with a brain instead of just a brain in one and voice in the other.

Each member has further obligations to the leader and to the other boys and girls. He must

Listen

To the leader's directions.

Ask

Questions if he does not understand how to play.

Show

Eagerness to play his best.

Refrain

From arguing about the rules and score.

THE ADULT'S RESPONSIBILITY

With the children aware of the requisites of the leader and the responsibilities of themselves as members, how can the adult initiate

leadership in the group? One way is to ask for volunteers to start such a game as "Garden Scamp" or to ask who wants to be "It" for "King of the Wilderness." In their desire to start a game or play a part like "It," the boys and girls exhibit initiative from which leadership stems. Another way of inaugurating leading games is by permitting the boys and girls to suggest a game they want to play and allowing the individual who makes the suggestion to lead the game. When the child directs the game, the adult retires to the background and guides him when he needs help in successfully starting the game and conducting it to its close. In the enthusiasm for leading a game occasionally the boy or girl omits steps which are necessary for playing the game. Through suggestions the adult assists the child in presenting the game so that the players enjoy the activity. The instructor does not take over the leadership.

Rather than calling for volunteers the adult may prefer to appoint a boy or girl to direct the play activities. Sometimes the child who seems reluctant to conduct an active game on the playground or in the playroom enjoys a more simple party game. By considering the individual first, the instructor permits the child to serve in the capacity which best suits the boy or girl.

Children should have opportunities for assuming leadership in all the varied play situations, in informal indoor play periods, at parties or club meetings and on the outdoor playground. In this way they develop the standards and techniques which assist the boys and girls in becoming good leaders and cooperative members of the group.

indoor games

Indoor games are suitable for parties, for rainy days at home or in the recreation center and for the classroom into which games too seldomly find their way. When the children become noisy and wiggly, the wiggles can be put to good use in a game like "Number Change." Playing a round of games works like a charm in relieving nervous tensions and giving an outlet for those pent-up desires to chat and laugh. Regardless of how pleasant the indoor set-up might be, sitting for a length of time creates nervous strain in the child whose growing body craves activity. A change to a round of fun proves recreative and refreshing.

ADAPTING ACTIVITIES

Though the space indoors limits physical activity, even rooms containing mounted seats offer possibilities for limited physical activity and unlimited activities emphasizing the mental, social and creative spheres. The active games in this chapter can be played in the most unfavorable of indoor situations—the classroom with immovable seats. With minor variations many of these games can be played in the home where no parent wishes to turn the living room into a gymnasium every time there is a party or a group in for games. Where seats can be moved against the wall, activity can be increased and the tempo of the games speeded up.

Many chasing or running games can be played indoors if running is reduced to a rapid walk. With the possibility of a desk or table colliding with any head that comes near it, all running is very hazardous. When during games at school, players use the aisles, the other children must learn that their feet belong out of the aisles so that the other children will not fall.

In circle games the players encircle the desks by standing around outside of them. With movable tables or desks, it is not difficult to clear an adequate space for playing.

For most of the relays alternate rows of players will be competing at one time, while the remaining portion of the group awaits its turn in its place. In some games teams one, three and five can compete at one time and then rows two, four and six; the leader can adapt this method to his situation. The point in indoor relays is not to have too many children competing at once. Many of the relays take place around the row a team occupies, thus simplifying organization. When three rows compete, the aisles should be clear so that if needed the players can encircle the row, or go up and down it. Players start in the right aisle, go to the goal and return down the left aisle. Having fewer children compete at one time will keep players out of one another's way and will enable the leader to check the proceedings and outcomes of the relays. When too many compete at once the children tend to start before the signal, often fail to touch the goal line or to go around the goal object, or start before the other child has completed the relay and returned to his place. In some relays where the returning player must touch the left hand of the next waiting runner, the latter are curbed from starting too soon.

In setting goal lines for the relays the leader often uses a wall at the end of the room instead of marking a line on the floor. Although this saves the trouble of marking a goal, the danger is that some children might bump the wall and get hurt. Marking or setting up a line a short but safe distance from the wall provides a better goal.

games without equipment

The following indoor games require no equipment. Some are moderately active; some are quiet. For the start of the game many different formations are used. As a general rule, the adult is referee and declares the winner.



SPRING SHOWERS

Formation

Players sit in relay rows. Rows 1-3-5 compete first and then rows 2-4-6, which permits half of the group to compete at one time and allows them to use the aisles. The first player in each team stands to the left of his seat.

Object

To be the first team to finish walking through the Spring Showers.

On signal, the first player from each team walks quickly as if caught in a spring shower. Holding his left hand on his head, he pretends to be holding down a hat. Extending his right arm, he carries an imaginary umbrella. As the player walks around the front seat, he jumps to avoid a puddle of rainwater. Continuing, he goes down the left side of the row, around the rear seat, where again he jumps to avoid a puddle, and continues up the right-side aisle to his seat. As soon as he sits down, the next player starts and repeats the same course. The first team that gets through the spring showers wins.

Variation: Big Ten

Assign names from the Big Ten teams to each row: Badgers, Gophers, Wolverines, Buckeyes, Hoosiers, Wildcats, Spartans, Boiler-makers, Hawkeyes, Fighting Illini. At the signal the first player in each team pretends to dribble a basketball while hustling around the front of his chair, down the aisle, around the last seat, and back to his own

place and takes his seat. The next player stands and quickly dribbles his imaginary basketball around the course. The team that completes the course first wins.

Variation: Spare Leg Relay

The first player from each team hops on one foot around the course and back to his seat, whereupon the second player starts off. If a player tires on one foot he may hop on the other; but he may not walk or run while changing from one foot to the other.

Variation: Best Foot Forward

On the signal the first player of each team proceeds by placing the heel of one foot in front of the toe of the other. The rest follows the usual procedure for a relay.

Variation: Honk! Honk!

Assign the name of an automobile to each team. Give the signal, "Honk! Honk!" for the players to put their cars into gear and go. When the first player completes the course he sits down and turns to the player behind him and says, "Honk! Honk!" which is the signal for the second player to warm up his engine and go. At the end the entire team stands and repeats, "Honk! Honk!" to indicate that it has won.

WEAVING RELAY

Formation

Players stand in a circle around the outside of their desks. They count off 1-2-1-2 and so on. Ones form Team 1; twos, Team 2. Each selects a captain.

Object

To be the first team to have its members complete weaving around the circle.

On the signal the captain of each team travels around the circle by weaving in and out, passing in front of one player and behind the next. Team 1 goes clockwise (to their left); Team 2, counter clock-

wise (to their right). When the captain gets to his place, the next player starts. The first team that completes the circle weave wins.

Suggestion

If there are uneven teams, the captain performs twice: one turn at the beginning of the game and a second turn after all the others have had their turns.

ON THE MOVE

Formation

Players stand in a single circle. They number off consecutively 1-2-3-4-5 until everyone has a number. "It" stands in the center of the circle.

Object

To exchange places without being tagged by "It."

The leader calls any two numbers. The players having the numbers try to exchange places before "It" tags one of them. If "It" tags a player, he takes his place. The tagged player is the new "It." If "It" fails to catch someone, the leader calls two other numbers. When "It" fails three times, he selects a child to take his place.

ONE-LEGGED RACE

Formation

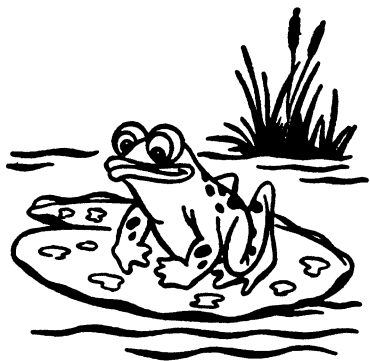
Players sit in rows (relays). The last player in each row stands to the right of his desk or chair.

Object

To be the first team to finish hopping to the front desk, removing shoes, replacing them, tying laces or securing fasteners and returning to own place.

Give the signal for the last player in each row to hop on one foot to the front desk. He sits on the floor ahead of the desk, removes both shoes, replaces them and ties the laces or secures the fasteners. While he is sitting on the floor and working on his shoes, have the players in his team move back one seat so the front seat is ready for

him. He gets up and takes the first seat in his row and sits. Then the player now occupying the last seat hops forward to perform the action. Play continues until one team is first to have its players shod and back in their places.



TOAD IN THE MIDDLE

Formation

Children stand in a single circle. It, the toad, sits in the center of the circle.

Object

To try to avoid being tagged by It.

Challenging the toad, the children move as close to the toad as they dare without having the toad tag them. From a sitting position, the toad attempts to tag one of the players. He is not permitted to stand or crawl after the players. When the toad tags a child, they exchange places. If the toad fails in three attempts to tag a child, choose a player to be the new toad.

Suggestion

Have several toads in the center of the circle to enliven the game and give more children the opportunity of being toads.

ZIGZAG RELAY

Formation

Players are in rows (relays). Rows 1-3-5 compete first and line up in back of their respective rows. Players in rows 2-4-6 are in their seats. If the desks are mounted and have movable seats, fold the seats up. If the seats are non-movable, incorporate them into the game as an additional hazard to the zigzagers. Players are in a semi-sitting position as they weave to the right and left of the desks if the seats are non-movable. If there are tables and chairs, arrange the chairs in rows with enough space between the tables and chairs through which the players will zigzag.

Object

To be the first team to have its members finish zigzagging between its row of desks or chairs.

On the signal the first player from each team zigzags up the row. He goes between the desks, weaving in and out, to the right of one, to the left of the other. When he reaches the front desk, he turns and weaves in and out of the row of desks until he reaches the last one. Touching the hand of the player next in line, he goes to the end of his team. The second player then continues the weaving action. The first team that completes the course wins.

MOVE BACK

Formation

Players arrange themselves so the last seat in every row is occupied as well as all the seats ahead of it. The runner stands at the back of the room, the chaser at the front. Place a book on top of all unoccupied desks.

Object

To escape being tagged.

Give the chaser the signal to start pursuing the runner. The runner may elude the chaser by coming to the first player of any row and saying, "Move back!" The players in the entire row immediately move back one place. Quickly the runner takes the first player's seat. The player in the last seat is now left standing and becomes the new

runner. When the runner is tagged, the chaser becomes the runner. Select a new chaser and have the previous runner occupy his place.

Suggestion

The runner and chaser may not cut through the rows; they must move up and down the rows or around them.

THREE TAGS

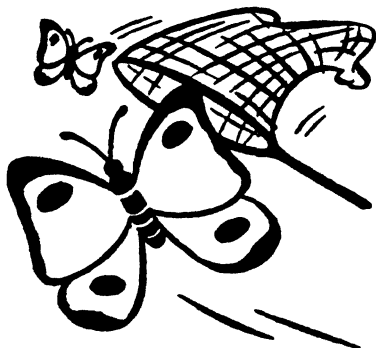
Formation

Players are in their seats, with heads down on crossed arms and eyes closed. Three players, the taggers, stand at the front of the

Object

To have the tagged players guess who tagged them.

As the taggers quietly move around the room, each tags one player. After the tagger touches someone on the back, he resumes his place at the front of the room. When the three taggers are in front, the leader says, "Heads up!" The three players who were tagged stand up and, in turn, each guesses who tagged him. If the guess is correct, the guesser and tagger exchange places. If the guess is incorrect, the guesser sits down and the tagger has another turn.



CATCHING BUTTERFLIES

Formation

Players, the butterflies, stand in line around the outside of their desks. Four couples, the nets, stand: One at the front of the room,

one in back, and one on each side. Facing each other the couple joins hands and raises its arms to form an arch (net).

Object

To try to avoid being caught in the nets.

At the signal the butterflies walk clockwise in a circle, softly and quickly passing under the upraised arms of the couples. The nets keep their arms up until the leader claps his hands or blows a whistle. Immediately on the signal the nets drop their arms. Any butterfly caught in the net goes to the center of the circle and remains there until another butterfly is caught. The two then form an arch over some other part of the circle. If several pairs of butterflies are caught during a round of the game, they form nets at once. Play until one butterfly remains in flight.

SAFETY SEATS

Formation

Players are in their seats. The runner stands at the front of the room, the chaser in back.

Object

To avoid being tagged by taking a seat with someone else.

On the signal the chaser pursues the runner. The runner tries to escape being tagged by taking a seat beside someone else. The player with whom he sits now becomes the new chaser, and the previous chaser, the runner. When the chaser tags the runner, each selects another child to take his place.

MY POP'S SUPER-DUPER GROCERY STORE

Formation

Players are in their seats. It, the groceryman's son or daughter, stands at the front of the room.

Object

To name an item found in a grocery store beginning with the letter It announces.

It starts the grocery list growing by saying, "My pop's super-duper grocery store has something that begins with B." The first player to name an item beginning with the letter mentioned becomes the new grocer's child. When no one names an item, It has another turn and announces a different letter.

Variation

Although several items in the store may begin with the letter It gives, the players must name the one item of which It is thinking.

HOW? WHEN? WHERE?

Formation

Players are in their seats. It leaves the room.

Object

To have It guess the word selected by the group by questioning the individual players.

To answer It's questions without revealing a clue to the word.

Have the players select a noun for the guessing word. Call back It. He tries to find a clue to the word by asking any one of the players the following questions: "How do you enjoy it? When do you enjoy it? Where do you enjoy it?"

It continues questioning the players until someone gives him a clue which enables him to guess the word. Any player giving the clue becomes It and leaves the room. The others select another word. If It is unable to guess the word, announce the word and select a new It.

WOOF! WOOF!

Formation

Players stand in a single circle. It leaves the room.

Object

To have It discover who is the dog.

Have the group choose a child to be the dog. The players conceal their faces by resting them on their folded arms. Recall It who

stands in the center of the circle. The dog utters, "Woof! Woof!" in a soft voice trying not to reveal his identity. It is given three guesses to name who is the dog. If he names the dog correctly, he selects a new It. If he is unsuccessful in guessing who the dog is, the clever canine becomes It. Send It out of the room and pick a new dog.

Variation: Speak!

It sits in the center of the circle and shuts his eyes. The children forming the circle are dogs. The leader walks around the circle and taps one of the children on the shoulder. Quietly the child approaches It who says, "Speak, my little dog." Trying to disguise his voice the dog replies, "Woof! Woof!" If It is successful in naming who the dog is, he selects a new It. If he is unsuccessful, the dog takes It's place while he returns to the circle.

I HAD FUN

Formation

Players stand in the aisles by their seats.

Object

To mimic the actions of the leader.

The leader chooses some activity which the children can mimic and says, "I had fun . . . (skating, jumping rope, playing golf, throwing a baseball, raking leaves)." The leader goes through the motions of the activity and has the children imitate the action. Then, select a child to tell and act out what he had fun doing. After several performances the child chooses another child to take his place.

Suggestion

To permit more freedom of activity allow the children to move forward and backward in their aisles.

WHO IS MISSING?

Formation

Players are in their seats. One person, the guesser, leaves the room.

Object

To guess who is hiding.

Have the group select a child to hide from the guesser. The hider secretes himself so that he is not in view. The others quietly exchange places so that no one is in his own seat. Call back the guesser. Give him three guesses to name who is missing. If he names the one who is hiding, he selects a new guesser to take his place. If he is unsuccessful in determining who is missing, send him out of the room again and choose a new hider. After two unsuccessful attempts, pick a new guesser.

ANIMAL, VEGETABLE OR MINERAL**Formation**

Players are in their seats. It stands at the front of the room.

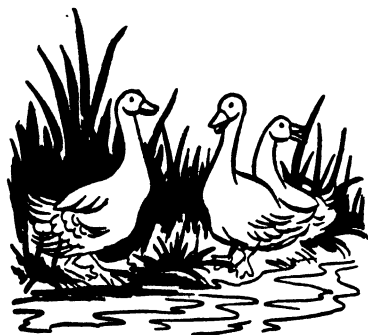
Object

To name an animal, vegetable or mineral specified by It before he counts to ten.

It calls the name of a player and says, "Animal, Vegetable or Mineral," repeating one of the classifications. He then starts to count to ten. The player must name an object in the specified category before the count is up. For example, if It calls "Animal, Vegetable or Mineral—Vegetable!" the player selected must name a vegetable or a vegetable substance. If the player fails to answer correctly, or if he repeats one that has been previously given, he becomes It. If the player gives a correct answer before It counts to ten, It then calls another player.

Variation: Flower, Tree or Bird

This game is played exactly as described above except that the categories in which the children name objects are changed to flowers, trees or birds.



DUCK POND

Formation

Form two teams. Players remain seated. The first player from Team 1 stands in the center of the front of the room. He faces so that he can proceed in a clockwise circle around the outside of the desks. The first player from Team 2 stands in front of the room facing the opposite direction. He proceeds in a counterclockwise direction.

Object

To try to be the winning team by having its members race in duck position and score the most points.

On the signal the players circle their duck pond, around the outside of the desks, while doing the duck walk. When the ducks meet during their travel around the pond, they must say, "Quack, quack." The first duck to circle the pond and return to the center of the room scores one point for his team. After each player waddles to the center of the room, he returns to his seat. The next player on each team comes to the center of the room. Again give the starting signal for the two ducks. The game ends when all the players have circled the pond. The team with the most points earns the title of being the best duck waddlers.

Suggestion

For the duck walk, the children assume a squat position, place their hands on their hips and go forth on their toes. If they lose

their balance and tumble, they must resume the duck walk position before they may continue to circle the pond.

JET TRAVEL

Formation

Each row is a team.

Object

To name a city beginning with the last letter of the city mentioned by the preceding player.

Initiate the jet propulsion to the game by naming a city such as "Minneapolis." The first player on Team 1 tries to name a city starting with the letter S, the last letter of Minneapolis. Suppose he gives St. Augustine for his answer. Then the first player on Team 2 must use the letter E. If he gives the name of El Paso for his answer, Team 3's first contestant might add Ottawa—and the first player of Team 4 could give Atlantic City.

After the first players of each team have had a turn at naming a city, the second players on each team compete. The game continues until every player has had a turn. If a player fails to name a city, he loses his turn and one point is scored against his team. The team with the lowest score at the end of the game wins.

MERRY-GO-ROUND

Formation

Players stand in a single circle.

Object

To gallop around the circle and sit down when the last word of the rhyme is stated.

Galloping clockwise around the circle the children repeat the following rhyme:

The merry-go-round went round and round,
And the children laughed and laughed,

So many were going round and round,
That the merry-go-round collapsed.
At the word "collapsed" everyone sits down on the floor.

THIS IS MY HAND!***Formation***

Players are in their seats. The one who is It stands at the front of the room.

Object

To reverse what It says and does.

Walking around the room It stops at someone's desk. He holds his ear and says, "This is my hand!" It then counts to ten. Before he reaches ten, the addressed player points to his own hand and says, "This is my ear!" If he fails to name the part of the body It has pointed to and, at the same time, points to that part of the body It has named, he exchanges places with It. If he succeeds, It moves on and tries to confuse another player.

A DAY IN THE ZOO***Formation***

Players sit in groups of fours in different sections of the room.

Object

To imitate the assigned animal while the other groups try to guess what it is.

Whisper the name of a different animal to each group. Then call on the first group to come to the front of the room and give its imitation of the animal assigned to it. The others try to guess what animal they are seeing at the zoo. If the players cannot guess correctly, the group keeps its name a secret until the other groups complete their imitations. The names of the animals that have not been guessed are revealed at the end of the game.

THE VERSATILE FLUTE PLAYER**Formation**

Players remain in their seats. It, the flute player, stands at the front of the room.

Object

To watch the actions of the flute player and to play the flute when he plays someone else's instrument.

Assign the name of an instrument to each child or to several children if the group is large. Do not use instruments having the same playing movements. Select some well-known song. The merry musicians, including the flutist, softly hum the tune and at the same time perform the movements characteristic of the assigned instruments.

When the flutist stops playing his flute and begins playing someone else's instrument, the player of that instrument immediately starts playing the flute. He continues until the flutist takes up another instrument or resumes playing his own. If a musician fails to play the flute when the flutist plays that player's instrument, the player exchanges instruments and becomes the new flute player.

Suggestion

Here are some instruments that use different playing movements: drum, trombone, violin, harp, clarinet, piano and bass viola.

JANIE JOHNNYCAKE WAS HERE!**Formation**

Players and leader stand in a single circle.

Object

To pass along certain actions until the whole group is performing them simultaneously.

The first player turns to the child standing at his left and says, "Janie Johnnycake was here!" The second player inquires, "What did she do?" The first one replies, "She did this," and begins waving his right hand. The second player in turn faces left to the third child

and says, "Janie Johnnycake was here!" The third player asks, "What did she do?" and the second player replies, "She did this," and begins waving his right hand. The players continue questioning, answering and performing the action until everyone around the circle has had a turn and is waving his right hand.

When the conversation gets back to the first player, he repeats the previous remarks and introduces a new action, until everyone after several rounds is waving his right and left hand, swinging his right leg and pretending to chew gum.

TRAFFIC LIGHTS

Formation

Players stand in a single circle around the outside of their desks or chairs.

Object

To follow directions and to perform the designated action.

Announce the action which the children are to perform as they move clockwise around the room. On the words, "green light," the children perform the activity. On the words, "red light," everyone stops. State a new action and proceed on the green light.

Suggestions

The action might include: hopping on right foot, hopping on left foot, stooping and clasping ankles with hands, or various other activities.

Young children enjoy imitating animals: elephant, with arms and hands hanging and swaying to resemble the trunk; hopping rabbits; or birds, running lightly and moving their arms up and down like wings.

CHARADES

Formation

Groups of five children sit together in different parts of the room.

Object

To pantomime a word, syllable by syllable, and have the other groups guess the word.

Assign a different word to each group without having the other groups hear the word. In turn each group pantomimes the word, syllable by syllable, and then acts out the entire word. The remaining players try to guess the word. Once they guess or fail to guess the word, the next group pantomimes its word.

Suggestions

Select words that are within the children's vocabulary.

Choose the words to be pantomimed in advance in order to be sure that they are words with dramatic possibilities, such as

Innocence	Inn — oh — cents
Puppets	Pup — pets
Sportsmanship	Sports — man — ship
Season	Sea — son
Milwaukee	Mill — walk — key

Variation

Have the children act out song or movie titles or proverbs. Young children enjoy dramatizing nursery rhymes. Allow them to add dialogue to enhance the fun and to assist the group in guessing the rhyme.



ANIMAL ANTICS

Formation

Players are in their seats. The one who is It stands at the front of the room.

Object

To imitate the actions of the assigned animal and to obtain a seat.

Give each player, including It, the name of an animal. If the group is large, assign the same name to several players. It then calls out the name of an animal and starts walking clockwise around the outside of the chairs or desks. The animal who is called follows It and both perform the actions characteristic of their animals. It then calls in more animals to join the animal antics. At any time It may say, "Animal antics—stop!" At that moment It and the animals all dash for their own seats. The last player to sit down is It for the next game.

games with equipment

Most of the games in this section of the chapter require very simple equipment much of which can be found around the home or in the schoolroom, or prepared simply or inexpensively. Large pieces of poster paper or wrapping paper and crayons can be substituted when a blackboard and chalk are called for, in most games. Some of the simple equipment includes:

Blackboard	Bean bags
Erasers	Volleyball
Chalk	Tiny bell
Table	Whistle
Paper	Key
Pencils	Several wire hoops
Ruler	Pins
Crayons or paints	Newspaper
Books	Old magazines
Several dictionary	Several cartons
Wastebasket	Paper bags
Chairs	Children's mittens
Clock or watch	

A few games require a phonograph or piano to make them more effective together with a record or sheet music for the Skater's Waltz, or an appropriate waltz substitute.

When a blackboard is available it can be utilized to record team scores as the game progresses, which helps to heighten interest. It can also be used for drawing charts or listing words in the paper and pencil games. But most games can be played without either the posters or the blackboard.

SHIFT SEATS

Equipment

Book for every unoccupied desk or chair.

Formation

Players are in their seats. The one who is It stands at the front of the room. Place a book on each unoccupied desk to indicate that it cannot be used.

Object

To exchange places without being tagged by It.

To have It try to tag one of the players changing seats.

Call the names of two children. They try to exchange seats before It can tag one of them. Players called on to change seats may not return to the seats they just occupied. If It succeeds in tagging a child, It takes the seat of the tagged player who becomes It. If It fails to tag a child while the two are exchanging places, he returns to the front of the room and the game continues. If It fails three times, he selects someone to take his place.

Variation: Change Places

Players number off consecutively. It stands in front of the group and calls any two numbers excluding his own. The players whose numbers he calls must change places. It tries to get one of their seats. If he succeeds, the player without a place becomes It. If It fails, he calls two other numbers. If It fails three times, he selects someone to take his place.

Variation: Take-off

Give each player the name of a city, including It who stands in front of the group. It, the seatless passenger says, "The plane is go-

ing from—to—(New York to Miami).” New York and Miami change seats while It tries to secure one of the seats. Anyone without a seat becomes It. The seatless passenger cannot call his own city.

If It fails to get a place, he repeats, “The plane is going from—to—” and names two other cities. Whenever It decides to say, “Take-off,” everyone changes to another place while It tries to get one of the seats. If It fails three times, he selects another child to take his place.

KING OF THE WILDERNESS

Equipment

Book on every unoccupied desk or chair.

Formation

Players are in their seats. It, the King of the Wilderness, stands at the front of the room. Place a book on top of each unoccupied desk to indicate that the desk is not to be used during the game.

Object

To follow It when he calls the name of the bird or animal assigned to the player.

To try to get a seat.

Give the name of an animal or bird to each pupil. The king walks around the outside of the circle and calls out as many names of birds or animals he chooses. The players whose names have been called get up and follow the king. When he shouts, “King of the Wilderness,” he quickly sits down in the seat nearest to him. All the others try to get a place. The player failing to get a place becomes the king for the next game.

Suggestions

To assist It in calling a variety of birds’ and animals’ names give him a list with the ones assigned to the group. This also prevents It from calling the same name twice and gives the entire group more turns to follow the king.

If the children cannot read the names of the birds and animals, the leader calls the names and the players get up and follow the king.

TAKE AND PLACE**Equipment**

Bean bag for each team, piece of chalk.

Formation

Players sit in rows (relays). Alternate teams (1-3-5, then 2-4-6) compete at a time. Mark a circle on the floor ahead of the first seat in each row and another one behind the last seat. Place a bean bag in each circle in front of each team.

Object

To be the first team to have its members transfer the bean bag from one circle to another.

On signal the first player from each competing team hurries forward, picks up the bag lying in the circle, carries it to the rear circle, drops it, and returns to his place and sits down. Then the second player hustles to the rear circle, picks up the bag, and returns it to the front circle, goes to his seat and sits down.

Play continues with the players alternately taking the bean bag to the front and rear circles until one team is first to have all its members participate.

GARBLED GARDEN**Equipment**

Paper and pencil for everyone; chalk and blackboard (or a large piece of paper).

Formation

Players are in their seats. Write the jumbled names of flowers and vegetables on the blackboard or paper.

Object

To rearrange the jumbled names of flowers and vegetables in a designated period of time.

Announce how much time the pupils will have to change the garbled garden into an orderly one.

- | | |
|------------------------------|----------------------------|
| 1. Radish — hradsi | 1. Rose — esro |
| 2. Beet — etbe | 2. Carnation — nrctaiona |
| 3. Turnip — ptuinr | 3. Peony — nopey |
| 4. Bean — nbae | 4. Tulip — uptli |
| 5. Carrot — rotrac | 5. Iris — siri |
| 6. Potato — totpao | 6. Nasturtium — tnaursmuit |
| 7. Asparagus — saraupsga | 7. Crocus — curcos |
| 8. Cauliflower — ilcualfwore | 8. Petunia — tepniau |
| 9. Endive — evdnei | 9. Phlox — xhlpo |
| 10. Kohlrabi — brhokila | 10. Marigold — rigamldo |

At the end of the designated time have the players exchange their garden lists. Call on the players for the answers. The boys or girls with the longest correct list are the best informed gardeners.

Suggestion

Vary the length of time allowed for rearranging the letters according to the maturity of the group.

BEANY BASKETS

Equipment

Eight bean bags and a wastebasket.

Formation

Players are in four teams: Team 1 stands on the right side of the room; Team 2, left side; 3, front; 4, rear. Place a wastebasket on a chair in the center of the groups. One player stands near the basket to return tossed bean bags to the teams.

Object

To have a team obtain the highest score by making the most baskets.

Give two bean bags to the captain of each team. He decides upon the throwing order for his team. Teams may adjust their positions so that everyone has the same throwing distance to the basket. Have the first thrower on Team 1 toss his two bean bags, one at a time, to the basket. Then the first players on Teams 2, 3, and 4 take their turn. Each successful basket counts three points; bags that

hang on the rim of the basket count one point. The team with the highest score at the end of the round of throws wins. After each team's toss the boy or girl near the basket sends the bags back to the team.

Suggestions

Have one player from each team keep score.

Allow the bean-bag retriever to change places with someone else, so he gets a turn.

SPEAK UP!

Equipment

Paper and pencil for each player.

Formation

Players are in their seats.

Object

To be the first player to find the ten persons who supply the correct information.

Have the boys and girls write the numbers one to ten on the left side of their papers. Then dictate the following sentences which the pupils are to write down—leaving a space to the right of each item for a signature:

1. Find a player who has a pet.
2. Find a player who has visited a farm.
3. Find a player who plays an instrument.
4. Find a player who has green in his shirt.
5. Find a player who has blue in her dress.
6. Find a player who has a birthday within a week of Lincoln's.
7. Find a player whose hair is parted on the left side.
8. Find a player who has seen the state capitol.
9. Find a player who has a grandparent living in his home.
10. Find a player who is the oldest child in the family.

On the signal the boys and girls move around the room and question each other to find the persons who fulfill the above requirements. The individual obtains the signature of the player meeting any of the ten

requirements. The player signs his full name to the right of the item he fulfills.

When one boy or girl has the signatures of ten persons, call time and have the players take their seats. Check the winner's list by verifying his answers in calling upon the players whose signatures he has obtained. If his answers prove correct, he wins. If not, check the next lists having the most signatures.

Suggestion

Players may not have the signature of any person more than once unless that boy or girl is the only member of the group who meets a particular requirement.

WHAT IS IN A WORD?

Equipment

Paper and pencil for each player, dictionary for each group of five.

Formation

Players sit in groups of five.

Object

To be the first group to complete the designated definitions.

Give the signal for each group to look up the definitions of these words: sport, party, game, activity, fun, playground, gymnasium, social, sportsmanship and play. To every pupil assign two words whose definitions he must find in the dictionary and copy out on his slip of paper. When a word has more than one definition, players copy only those pertaining to recreation.

As soon as a team has completed its ten definitions, the players raise their hands. Using the dictionary, check the group's lists and be sure that each player has two definitions on his slip. If any team completes its list while the leader is checking the first team's list, the players raise their hands. In case the first team's definitions are incorrect or incomplete, check the next team's findings. Allow the other groups to finish even after one team has won. Then the entire class discusses the words at the conclusion of the game.

Suggestion

Substitute other words of interest to the group.

FIND YOUR OWN***Equipment***

Crayon or paints, brown paper bags large enough to cover the child's head; chair for each competing team.

Formation

Players are in their seats and make their own equipment for the game. Employing their creative ability in using crayons or paints on the brown paper bag, the children make original masks. They add holes for the mouth and eyes and write their names on the bottom of the creation.

Players sit in rows (relays). Alternate rows (1-3-5, 2-4-6) compete at a time.

The mask of each player is placed on chairs that have been set up in the front of the row of each team.

Object

To make individual masks.

To be the first team whose players find, put on their masks, and return to their places.

On the signal the first player of each team hustles to the chair, picks out his mask, puts it on, and goes to the last seat in his row which is now vacant, since everyone has moved up a seat while he has been seeking his mask. As soon as he sits down, the second child starts off to find his mask and put it on. The first team whose members are all wearing their masks and are now in their original seats wins.

SHAKING HANDS RELAY***Equipment***

Paper bag mask for each player.

Formation

Wearing their masks the players sit in rows (relays). Alternate rows (1-3-5, then 2-4-6) compete at a time. The first player from each competing team stands to the right of his desk or chair.

Object

To be the first team to have its members shake hands and return to their own places.

On the signal the first player from each team walks quickly to the left around the front seat, and starts down the aisle, shaking hands with each child until he reaches the end of the row. The masks serve to make the game more difficult and amusing. There he turns left and comes up the right side of his team. When he reaches his seat, he sits down; then the second child on each team goes up the right side of his row, turns left at the front seat, and starts down the left side, shaking hands with each player beginning with the first who has just completed his turn.

The game ends when one team completes the relay.

ON AND OFF**Equipment**

Paper bag mask for each player.

Formation

Players sit in rows (relays). Each child has been given his mask.

Object

To be the first team to have its players put on and take off their masks.

Sound the signal for the first player on each team to don his mask. As soon as it is on, he turns his head to the child behind him and nods which gives the second player the signal to put on his mask. This pattern continues until the last player dons his mask. Then he quickly removes it and reverses the process by tagging the child ahead of him on the shoulder which is the cue to remove his mask. When the first child in line receives the signal and has taken off his mask, he quickly stands up to indicate that his team has finished. The first team to get its masks on and off wins.

MAGIC MITTEN

Equipment

Mitten or a substitute when mittens are out of season.

Formation

Players stand in a circle with their hands behind them. The Prince or Princess stands in the center and shuts his or her eyes. One child holds the magic mitten.

Object

To have the Prince or Princess find the magic mitten.

Quickly the children pass the magic mitten behind them from child to child. At any time the Prince may inquire, "Who has my magic mitten?" Opening his eyes he tries to guess who has it and names someone. If his guess is correct, he exchanges places with the child holding the mitten. If he guesses incorrectly, he shuts his eyes again while the boys and girls pass the mitten around the circle.

If the Prince fails a second time to guess who has the mitten, he selects someone to take his place and joins the circle.

AUTO ASSEMBLY LINE

Equipment

Thirty-two slips of paper, 2" x 2".

Formation

Inscribe four sets of slips with each of the following parts: engine, body, wheels, bumpers, battery, brakes, accelerator, starter. Hide the thirty-two slips in the room before the game. Place the slips in plain view, not under objects or in drawers.

Players sit in four groups. One player in each group is the Foreman.

Object

To be the first team to find the eight parts needed to complete its car.

Assign the name of a car, Chrysler, Buick, Packard or Cadillac, to each group. At the signal the teams start hunting for the eight parts of the car.

Whenever a player finds a slip bearing the name of a part, he takes the slip to his Foreman. Players may pick up only one slip of a kind. If they find a part which they already possess, they must replace it and not reveal what it is to the others who seek the part.

Upon finding all of the eight parts necessary to complete its car, the team, led by the Foreman who holds the slips, hurry to the leader. He checks to see that the slips are correct. If the players' car is completed, the Foreman announces that Buick, which might, for example, be his team's car, is "off the assembly line." His team scores ten points. The winning team checks the findings of the other three teams as they present their slips. The second team to finish scores five; the third team, three points; and the last, one point for trying.



THIN ICE

Equipment

Chalk, music (a record of the "Skater's Waltz" or an appropriate substitute).

Formation

Players stand in a single circle.

Draw large circles on the floor in the area around the outside of the children's desks or chairs.

Object

To try not to be caught skating on thin ice when the music stops.

Skating to the music, the children slide around the outside of their desks or chairs. The skaters are to stop when the music is turned

off. Stop the music frequently. Those caught in the circles, on thin ice, are out of the game. Play continues until one boy or girl remains skating on the safe ice.

Suggestions

Instead of having the skaters sit out the game after they are caught on thin ice appoint them "umpires" to watch for others who skate on thin ice when the music stops again.

FAMOUS PLACES IN THE UNITED STATES

Equipment

Paper, pencil and a reference book on travel in the United States for each group of six boys and girls.

Formation

Players sit in groups of six to produce their cooperative brainstorms.

Object

To form the longest list of famous places in the United States.

Select a guide for each group and give him a reference book, paper and pencil. He records the interesting places in the United States which his group decides a traveler should see, for example, Independence Hall, The White House, Mount Vernon, Yellowstone National Park, Valley Forge, or other travel highlights.

Players may include the places they know, as well as the ones they discover in the reference book. Names of cities or states cannot be counted unless the group lists a place of interest in that city or state, such as New York, Radio City; Chicago, Planetarium; Florida, Fountain of Youth; Washington, D.C., Capitol.

At the end of a designated period have each guide in turn read his group's list and check the places. The group with the longest correct list rates as the group with the best traveled individuals.

AMERICAN HEADLINERS**Equipment**

Folded newspaper.

Formation

Players are in their seats. The one who is It stands at the front of the room.

Object

To name a famous American before It counts to ten.

Carrying a folded newspaper It walks among the players. Quickly tapping one of them with the newspaper It asks him, "What American would you like to meet?" and starts counting to ten. Before It reaches ten the chosen player must answer by giving the name of a famous American either living or dead.

If the player correctly names a person, It moves to someone else and tests his knowledge of American headliners. When the player fails to give a correct answer, he becomes It. Players may not give names which previous players have mentioned.

CATEGORIES**Equipment**

Paper and pencil for everyone.

Formation

Players are in their seats.

Draw the following diagram (minus the answers) on the blackboard.

CATEGORIES	S	T	A	M	P
Girls' Names	Sue	Thelma	Audrey	Mary	Patricia
Cities	Santa Fe	Tampa	Antwerp	Melbourne	Paris
States	So. Carolina	Texas	Arkansas	Minnesota	Pennsylvania
Boys' Names	Steve	Thomas	Arthur	Michael	Paul
Countries	Scotland	Turkey	Algeria	Mexico	Portugal

Object

To fill in the spaces with words beginning with a specified letter and to try using words that others might not have.

Have the children copy the diagram. Select any five-letter word to write across the top of the columns in the diagram. On the left side list any five kinds of places or things which the group selects. Use the above diagram as an example.

On the signal everyone fills in the spaces for the various categories especially thinking of names that others might not have. As in the diagram the groupings must begin with the letter written on top of each column.

At the end of the designated time have the players halt and exchange papers. Call upon each player for his answers.

Score as follows:

If only one person has that word, it counts ten points.

If only two, five points.

Three, four points.

Four, three points.

Five, two points.

And over five, one point.

Variation: Take A Letter

Have the players write the following ten classifications on the left-hand side of their papers: country, flower, author, tree, city, state, sport, food, automobile, animal.

Select a letter of the alphabet with which the ten answers must begin and put this letter at the top of the column. After a designated period in which to write the words, call time, have the boys and girls exchange papers, and ask them to give their answers. Score the same as before.

Suggestion

If the group selects the letter S, the answers might include:

Country — Sweden	State — South Dakota
Flower — Snapdragon	Sport — Soccer
Author — Stevenson	Food — Salad
Tree — Smoke Tree	Automobile — Studebaker
City — San Francisco	Animal — Squirrel

BOOK TAG

Equipment

Book, desk or table.

Formation

Four teams sitting in adjacent rows. Each team numbers off consecutively: 1, 2, 3, 4, 5, until each child has a number. Place a book on a table or desk at the front of the room.

Object

To try to be the first player to tag the book.

To be the team scoring the most points.

Call a number, for instance, five. Player five on each team then walks quickly to the table and attempts to be the first to tag the book. The person first to tag the book scores a point for his team. Players return to their seats.

Call another number. The team with the most points at the end of a designated period or the first team to score ten points wins.

Suggestions

When teams are uneven in number, have one player, as leader, call the numbers. In the case of more than one extra person, assign two numbers to certain players and allow them to respond for either of the two numbers. Permit the number caller to change places with the other players so that he too can get into the activity.

ARE YOU AN ACTOR?

Equipment

Ten slips of paper, 3" x 5".

Formation

Players sit in three groups.

In advance, write one of the following items on each of the 3" x 5" slips of paper: package of gum, pair of rubbers, sandwich, pair of skis, pair of eye glasses, five feet of water, pair of shoes, dozen grapefruit, pair of roller skates, pair of gloves.

Object

To be the first team to have a member guess what one of its actors is pantomiming.

Fold the ten slips containing the items which the players are to pantomime before their groups. Then have a member of one team select a slip, read it to himself and return to his group. Then have a player from each of the other teams read the same slip.

After they have returned to their groups, the leader inquires, "Are you an actor?" which is their cue to pantomime the action suggested by the item on the slip. The first person who thinks he knows what object the actor is pantomiming comes to the leader and quietly announces his guess. If his guess is wrong, he returns to the group. The actor for the group continues his pantomime until someone else thinks he knows and reports his answer.

When one group guesses the item, the players do not reveal the answer to the other two groups who continue with their pantomiming until one of them guesses correctly. Then another player from each group gets a turn to act by drawing a new item to pantomime.

HOLDING THE BAG!***Equipment***

Brown paper bag, whistle.

Formation

Players stand in a single circle.

Object

To try not to be caught holding the bag when the leader blows the whistle.

As the boys and girls quickly pass the bag around the circle, blow the whistle at intervals to catch a player holding the bag. The child caught pays a forfeit: first time caught, he raises his right hand. He continues playing using his left hand to pass the bag. If the whistle catches a child a second time, he lowers his right hand and raises the left. If he is caught a third time, he places his hands behind his back and passes the bag in this fashion.

At the conclusion of the game the last player who is still passing the bag with both hands in front of him wins.

SHOPPING LIST

Equipment

Paper and pencil for each player.

Slip of paper, 3" x 3", and a pin for everyone.

Formation

Before the game prepare a slip of paper for each boy and girl. On each slip write the name of a food (bread, tomatoes, grapes, beans, butter, milk, etc.). Keep a list of the items that have been written on the slips. Players stand in a single circle. On the back of each pupil pin the name of a food product. Distribute a pencil and paper to each child.

Object

To obtain the longest shopping list.

On the signal the players move about the room. Each tries to get the longest list by reading the items on the backs of the other boys and girls, and yet trying to prevent his own product from being read. Players may turn around to avoid having their product read, but they may not back against players or objects, lie on the floor, or do anything that makes it impossible for the others to read the item.

Call time at the end of ten minutes. Everyone takes his seat. Players exchange slips and count the items listed. The player or players with the longest correct list wins.

TOSS AND SIT

Equipment

Bean bag for each team.

Formation

Players sit in rows (relays). Teams 1-3-5 compete and then teams 2-4-6 which divides the group in half.

Draw a line a short distance from the front wall. Draw another line parallel with the edge of the first seat in each row.

One player, the captain, from each team holds a bean bag and stands facing his team behind the line near the front wall.

Object

To be the first team whose members catch the bean bag, return it, and take their seats.

On signal the first player on each team stands behind the line in front of the aisle. The captain tosses the bean bag underhand to him. He throws it back to the captain and returns to his seat. Then the second rushes to the line to catch the bean bag. He throws it back to the captain and regains his seat. If a player drops the bag, he picks it up and resumes play.

Tossing continues until one team is first to have all of its players compete. The captain then rushes to the head of his team and raises his hands to show that it has finished.

Suggestion

Have all players toss the bean bag underhand.

STRANGE REPLIES

Equipment

Two small slips of paper and pencil for each player.

Formation

Players sit in their seats.

Object

To obtain a humorous reply by mixing up the original questions and answers which the players write.

Each pupil writes a question on one slip of paper and the answer to it on the second slip. Gather the questions and put them in one pile. Collect the answers and put them in a separate pile.

Redistribute the slips giving each boy and girl a question and an answer. In turn each player reads his question and strange reply.

OBJECT PASS

Equipment

Two bean bags.

Formation

Players stand in a single circle and count off 1-2-1-2 etc. Odd numbers form Team 1; even numbers, Team 2.

Object

To be the first team to send its bean bag around the circle three times.

Give a bean bag to a member of Team 1, and one to a member of Team 2 who is on the opposite side of the circle. Give the signal for the teams to send the bean bags around the circle in a clockwise direction. Every member cooperates in passing it. The first team to complete three circuits wins.

When a player drops the bean bag, he picks it up and returns to his place before sending it on to the next player.

Suggestion

Have the first player count aloud each time the bag completes a circuit. For example, he says, "One," and he starts the bag on its second trip around the circle.

NATURE QUIZ

Equipment

Chalk and blackboard.

Formation

Players sit in rows, with each row constituting a team. Print on the blackboard or on a poster: flower, tree, bird, animal.

Object

To obtain the highest score by giving the correct answers to the Nature Quiz.

Calling on a member from Team 1, point to one of the above categories from nature. The player names an object belonging to the group indicated.

If the player answers correctly, he scores one point for his team. Then call on Team 2 and point to another classification. Players may not repeat any names. The team with the highest score at the end of the playing period wins.

Suggestion

Have one player from each team keep score.

KEEP PASSING RELAY

Equipment

Eraser, ball, bean bag, ruler and pencil for each team.

Formation

Players sit in rows (relays). Rows 1-3-5 compete first, then rows 2-4-6. Give an eraser, ball, bean bag, ruler, and pencil to the first player in each competing team.

Object

To be the first team to pass all of its items down the row and return them to their original place.

Give the signal for the first players in rows 1-3-5 to pass the ball overhead to the player behind him. As soon as he sends the ball back, he picks up one of the other objects and passes it overhead, and so on until all the objects have been passed. When the last player receives all the objects, he gathers them up and walks quickly with them to the front desk. If he drops any item, he must pick it up before continuing.

Everyone moves back one place, and the last player now takes the front seat. Immediately he passes the ball overhead and then each individual object. Whenever a player drops an item, he recovers it and passes the object before taking the next one. Play continues until everyone has occupied the front seat and the leader returns to his own place. The first leader to return wins for his row. Now have rows 2-4-6 compete to determine the winning row. Finally run through the

game once again between the two winning rows to determine the group winner

Suggestion

Disqualify rows in which the players deliberately toss an object off to the side or over the heads of the players.



PUSS'S BELL

Equipment

Small bell, of the size hung on a cat's collar to warn birds.

Formation

Players sit in their seats with heads resting on one arm and eyes closed. The hand on the other arm is outstretched with the palm up. Puss, or It, holds a small bell.

Object

To have the player receiving the bell pursue Puss and try to tag him before he gets to his seat.

Holding the bell Puss hustles up and down the rows. Quickly he places the bell in someone's hand and hurries for his place. The player receiving the bell gets up and pursues Puss.

If Puss is tagged before he reaches his place, Puss remains It and places the bell in another child's hand. If It reaches his place without being tagged, the other player becomes It.

Suggestions

Players cannot cut through the aisles or reach across them to tag a player. They must go only up and down the aisles. Other small objects may be substituted for the bell.

TEACHER AND CLASS***Equipment***

Bean bag for each group.

Formation

Four groups: one stands at the front of the room; one at the back; one on each side of the room. Select a Teacher for each group who stands facing the group and holds the bean bag. The distance between the Teacher and his class depends upon the space available and the skill of the players.

Object

To catch the bean bag and return it to the Teacher.

To progress to the head of the line and to become the Teacher.

The Teacher throws the bean bag to the first child in his line who tosses it back to him. Before throwing the bean bag to each successive player, the Teacher lines himself up so that he stands in front of the receiver.

Play continues until everyone has had a turn. If a player fails to catch a fair throw, he goes to the end of the line and the others move up one place. The Teacher remains in his place until he fails to catch the bean bag. Then he goes to the end of the class, and the first player in line becomes the new Teacher.

CIRCLE THE BEAN BAG***Equipment***

Bean bag for each team.

Formation

Players sit in rows (relays). Rows 1-3-5 compete first and then rows 2-4-6. The first player in each competing row stands to the right of his desk or seat.

Place a bean bag on the floor two feet in front of the first seat of each row.

Object

To be the first team to complete circling the bean bag.

On the signal, the first player from each team hurries to the bean bag and completely circles it. While he performs at the front of the room, the members of the row move up one place. On his return, the first player touches the hand of the next player in line and takes the last seat in his row.

The second boy or girl starts off and goes through the same action. Play continues until the leader in one row has resumed his place at the head of the line. Now play the game with the second group of rows to determine the winner. Then allow the two winning teams to compete to determine the final winner.

NAME RELAY

Equipment

Blackboard, pieces of chalk.

Formation

Players sit in rows (relays). Give a piece of chalk to the first person in each row.

Object

To be the first team whose members pass the chalk down the line, hustle to the blackboard and write their names.

On the signal, the first player on each team passes the chalk overhead down the row. When the last player gets the chalk, he hurries up the right aisle to the blackboard. There he quickly writes his first name. While he writes, the members of his team move back one place so that when he finishes writing, he walks quickly to the front seat, sits down and passes the chalk overhead down the line. Whenever a player drops a piece of chalk, he recovers it and continues the play.

The team that is first to have its members pass the chalk, write their names, and return to their original places wins.

EYES OPEN!**Equipment**

Twenty-five pictures of objects cut from old magazines or newspapers.

Paper and pencil for each player.

Formation

Players are in their seats. Display the twenty-five pictures of articles such as food, clothing, automobiles, tools, toys, sports equipment, etc., on a table or desk at the front of the room. Cover them with a newspaper until the game starts.

Object

To observe and remember as many articles as possible.

Have the first row come up to the table and walk by the pictures. Each pupil observes and tries to remember as many objects as he can. When each row has had a turn, cover the articles to prevent the children sitting in the front seats from seeing the pictures. Everyone writes on his slip the names of as many articles as he can recall. The player with the longest correct list wins.

Variation

With younger children use the pictures of items the children know and place them on a table in similar fashion. The children pass by them and view the articles. Instead of having them write a list of the articles, call on the children one at a time and ask for an item they recall seeing. Score a point for each article the child recalls. The child with the most points wins.

HIDDEN KEY**Equipment**

Key.

Formation

Players are in their seats. Three children leave the room.

Object

To find the Hidden Key.

Send three children out of the room. Then have the group select a child to hide the key somewhere in the room, in plain view, not under or in any object.

The three children are recalled and begin searching for the key. If one of them sees it, he does not reveal its hiding place to the others, but he says, "The Hidden Key has come to view." Then he takes his seat. The two others hunt until they find the key or until the leader at the end of a designated time limit calls, "Time."

If none of the children locates the key, select three others to leave the room to begin the game again. If the children find the key, the first player to discover it selects three others to be the seekers. They leave the room while another boy or girl hides the key again.

SPEEDY WORK

Equipment

Chalk and blackboard for keeping score.

Formation

Players sit in rows (teams). Extra players from uneven teams are scorekeepers.

Object

To be the first team to perform the command.

The leader gives a direction or command, such as "Stand!" The row that stands up first scores four points; second, three points; third, two; and all others, one for trying. Record the points for each team. Then give more commands. The highest score wins.

Suggestions

Vary the commands to try to catch the players. Use such commands as: "Hold the right ear; place both hands on the head; stoop; hold the right ankle with the left hand; touch the floor; hop in place on one foot; sit."

Use the scorekeepers to record the points for each team. As the game progresses, have the scorekeepers exchange places with some of the playing members.

Select a player to give the directions or commands.

BALANCE TAG***Equipment***

Two erasers.

Formation

Players are in their seats. One child stands at the front of the room, the other (chaser) at the back. Give each an eraser which he places on his head.

Object

To have the chaser tag the other child as they balance the erasers on their heads.

Hustling up and down the aisles the chaser pursues the other child.

If the chaser tags the child he pursues, they exchange positions and start the game over. When either of the two loses his eraser, he chooses someone else to take his place and the game begins again. If both lose their erasers, they each select a child to replace them.

Suggestions

Players must go up and down the aisles and cannot cut through the rows or reach across them to tag the player. In order to keep the erasers on their heads have the children adjust their tempo to a walk or shuffle.

BOXING THE BEANS***Equipment***

Three bean bags and a carton of the same size for each row.

Formation

Players sit in rows (teams). Extra players alternate as score-keepers and players. Mark a throwing line on the floor. Place a small carton a distance from the throwing line, depending upon the skill of the players.

Give the first player in each row three bean bags. He stands at the throwing line.

Object

To score by throwing the bean bag into the box.

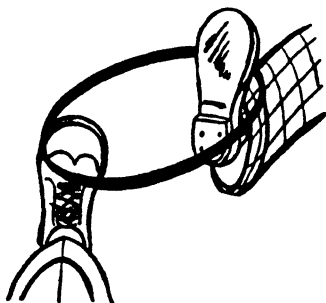
To have one team obtain the highest score by boxing the most bean bags.

Tossing the bags, one at a time, the first player in each row tries to get them into the box. For each successful throw he scores one point for his team. Only boxed bean bags count. The scorekeeper records the score, as the tosser retrieves the bags and hands them to the next player on his team who comes up to the throwing line for his turn. The previous tosser returns to his own seat.

After each player has had a turn, the score is added up. The team with the highest number of points wins the round. Play any number of rounds. Then tally scores to determine the final winner.

Suggestions

Players compete for accuracy and score, not speed. Have the scorekeepers select teammates to take their places while they become playing members. If the teams are even-numbered, one boy or girl can double as scorekeeper and player.

**TOES IN****Equipment**

A wire hoop, 7 inches in diameter, for each team.

Formation

Players sit in rows (relays). Sitting sideways in their seats they place their feet in the right aisle. The first player in each row hangs a wire hoop on the toe of his right shoe.

Object

To be the first team in passing the hoop from toe to toe.

Give the signal for the first player on each team to transfer the wire hoop from his toe to the toe of the next player on his team. The second child then passes it to the third, and so on, until the hoop is on the toe of the last player in the row. If at any time the wire hoop falls off, the player in the process of passing it must pick up the hoop, replace it on his toe and then pass it on to the next boy or girl.

All the players except the last one face the front of the room and put their feet under their desks while the last child holding the hoop on the toe of one of his shoes hops on the other foot to the front seat. First row to complete this action wins.

THREE-MINUTE TRAVEL**Equipment**

Paper and pencil for each player.

Formation

Players are seated.

Object

To list within three minutes the names of as many cities as a player can recall, all beginning with the same letter of the alphabet.

Choose a letter of the alphabet. Within three minutes the players write the names of as many cities as they can remember beginning with that particular letter.

Call time at the end of three minutes and have the players exchange papers. Check the lists by calling for volunteers to read them. The player with the longest correct list scores five points; second, three points; third, two; and all others, one point for trying. Score each paper and return them to their owners.

Choose another letter of the alphabet. The boys and girls proceed in the same manner. At the end of each three-minute travel period players check lists and score. The player with the highest score at the conclusion of the travel-time wins.

Suggestion

Use countries or states as well as cities.

BEANS IN A PILE***Equipment***

Five bean bags for each team.

Formation

Players sit in rows (relays). Give the five bean bags to the last player in each row.

Object

To be the first team to get its five bean bags to the head player.
To score the most points during each round of passing.

On signal the last player in each team begins passing forward his five bean bags, one by one. As they go up the row, the first player piles them up in front of him as he receives them, until he has all five. If at any time in his excitement he knocks the pile of bags over, he must set them up again. First row to have its five bags in a pile scores five points; second, four points; third, three; fourth, two; others, one for trying.

The first player from each row then takes the five bean bags and goes to the last seat while everyone moves forward one. Play continues until all players have had a chance at piling the beans. Add the scores from each round of passing. The team with the highest score rates the title, the best bean piler.

5

games for the playground or gymnasium



games without equipment

The games which follow are simple to organize and require no equipment. Children can play these games in many simple formations.

FROG IN THE SEA

Formation

One child, the frog, sits with legs crossed on the floor in the center of the play area. The others form a large circle around the frog.

Object

For the frog to tag one of the players who comes near.
To avoid being tagged by the frog.

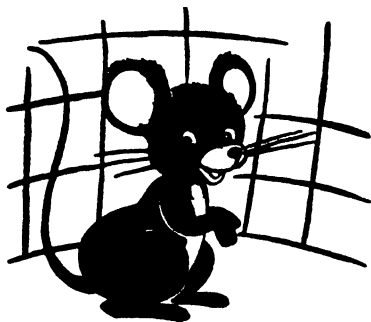
Taunting the frog the boys and girls move toward him closer and closer repeating, "Frog in the sea, frog in the sea, can't catch me."

While remaining in a sitting position, the frog tries to tag one of the children. If he succeeds, the frog changes places with the child he tags.

Variation: Three Sleeping Frogs

The children stand in a circle and the three sleeping frogs sit in the center with heads down and eyes closed. Quietly the children approach the three sleeping frogs. As they come near them, the frogs jump up and try to tag as many children as they can before the latter run back to the circle.

All the tagged players join the frogs and sit in the middle of the circle. The game continues with the additional frogs helping with the tagging. The last three players that remain uncaught start the next game by being the three sleeping frogs in the middle of the pond.



MOUSE TRAP

Formation

Six players, the mice, stand in the center of the circle (trap) formed by the remaining boys and girls who join hands and hold their arms upward.

Object

To catch the mice when they run in and out of the circle or trap.

While the circle players hold their arms up, the six mice run in and out of the circle. The leader claps his hands or gives some

other signal for the players to lower their arms. Any mice which they catch in the circle join the children forming it.

Play continues with the children opening and closing the trap on the leader's signal until they catch all of the mice. The last one caught is the clever mouse, and he selects the six mice for the next game.

Suggestion

The mice must continually be on the go, darting in and out of the trap. Do not allow players to stand outside the circle to avoid being caught.

Variation: Pussy and the Mice

Players form a circle with It, the Pussy, on the outside and six mice on the inside. On signal, Pussy enters the circle and tries to tag the mice who must remain within the circle. Tagged mice join those forming the circle and the last mouse Pussy tags becomes It for the next round of the game.

RED ROVER

Formation

Players form two groups. They hold hands and stand in two lines facing each other. The groups are approximately thirty feet apart.

Object

To have whomever player the team calls break through its line. For a team to secure the most players.

Deciding upon a player it wants to call, the team says, "Red Rover, Red Rover, let Edith come over!" Edith runs to the calling team and tries to break through the clasped hands of two children in the line. If she succeeds, she selects a child from that side to take back to her team. When she fails to get through the line, she joins that side.

Groups take turns in calling a different player each time. The group having the most players at the end of the period wins.

FOLLOW THE LEADER

Formation

Select a child to act as the leader. The others line up behind him.

Object

To have the leader perform various actions which the group mimics.

Moving anywhere within the play area the leader runs, skips, hops, waves his arms, stoops, or performs some other action. The group follows him imitating the same actions.

Before the leader runs out of ideas allow him to select another child to lead the group.

Suggestion

For the first leader choose someone who thinks quickly and enjoys performing with the group.

RUN FOR YOUR SUPPER

Formation

Players form a circle. The one who is It stands in the center.

Object

For It to select two players to race around the circle.

To be the first player of the twosome to reach his own place in the circle.

Moving around the inside of the circle It suddenly stops and extends his hand between two children and says, "Run for your supper."

Leaving the circle the players run around the circle in opposite directions. It watches from the center of the circle. When the players meet as they run around the circle, they shake hands and say, "Enjoy your supper." Each hustles on to reach his own place. Last player to resume his place is It for the next round.

STREETS AND ALLEYS**Formation**

The players stand in equidistant rows (at arms-length). When they face front, hands joined with those beside them, they are said to be in "streets" position. When they face right and join hands, they are in "alley" position. Enough space is kept between rows and lines so that the runner and chaser can dash up and down the streets and alleys.

Players start in the streets position, the runner and chaser in different streets.

Object

For the chaser to tag the runner.

To have the runner elude the chaser as they dash up and down the streets and alleys.

To have the players in the lines change positions quickly on the signal.

On the signal the runner and chaser go into action. The chaser pursues the runner along the streets, the aisles between the lines of players, until the leader shouts, "Alleys!" Then the boys and girls quickly face right and join hands. This changes the course of the runner and chaser who now are running in the alleys.

Neither the runner nor the chaser may break through the lines or crawl under the players outstretched arms. They run in the space between the lines. To get from one street or alley to another the runner and chaser may run around the end players.

When the chaser tags the runner, both select someone to take their places, and they replace those individuals in the lines. If the runner outdistances the chaser, they exchange positions.

Suggestions

When players tire in running about, stop the game and have them select someone to take their places.

To add movement and excitement to the game, call "Streets!" and then "Alleys!" quickly in succession. This keeps all players alert and adds to the runner's and chaser's problems.

✓ HAVE YOU SEEN MY SHEEP?

Formation

Players form a single circle. The one who is It stands outside of the circle.

Object

To have the runner reach his own place in the circle before the chaser tags him.

Walking around the circle It tags one of the children on the back and says, "Have you seen my sheep?" The boy or girl asks in return, "How was he dressed?" It describes some of the clothing that a person in the circle wears. He might say, for instance, "He is wearing a brown sweater and a green shirt."

Looking around the circle the child questioned names a player whom he thinks the description fits. If he gives the correct answer, It says, "Yes." If not, It adds a further description until the player guesses.

Everyone must listen carefully when It gives the description, for as soon as a player hears his name mentioned and It says, "Yes," that player runs around the outside of the circle chased by the player who has just identified him. The runner tries to reach his own place before being tagged by the chaser. In the meanwhile, when the player guesses who is his sheep, It joins the circle players.

If the runner gets back to his place safely, the chaser becomes It. When he fails to reach his place before the chaser tags him, the runner is It.

✓ FOLLOW ME!

Formation

Players form a large single circle, face left, and stand at arms-length from each other. The one who is It stands on the outside of the circle.

Object

To follow It upon being tagged.

To have the players following It get a place in the circle.

On the signal It runs slowly around the circle. He tags any child and beckons him to "Follow me." Continuing around the circle, It tags a second child who also trails along. When he has five or six following him It suddenly commands, "Return to the circle." It and his followers try to get an empty place in the circle. Since there is one place less than players, one child is left out. He becomes It for the next round of the game.

Suggestion

Remind the players in the circle to keep their positions, so that the scrambling followers can easily find the open spaces in the circle after It has called, "Return to the circle."



LION IS LOOSE!

Formation

With hands joined the players are in a single circle, except the lion who stands in the center.

Object

For the lion to escape from the circle.

To have players pursue the lion when he leaves the circle and be the first to tag him.

As the lion tries to escape from his cage (the circle) by going under the children's joined hands or breaking through, they try to prevent him by stooping down and holding their hands together tightly.

The lion may not jump over the joined hands when the players stoop. If he does, select someone else to take his place.

When the lion succeeds in escaping from the cage the children shout, "The lion is loose!" and pursue him. The first player to tag him is the new lion for the next game.

VISITING THE ZOO

Formation

Players line up in pairs behind the leader who is the guide to the zoo.

Object

To imitate the animals which the players see at the zoo.

The guide has the children follow him as he proceeds around the room, the imaginative zoo. As he stops to watch a certain animal he tells the visitors at the zoo about the animal's characteristic actions. The guide mimics the movements and the children imitate him.

Moving around the room everyone continues mimicking the animal until the guide stops and introduces the next animal. The game continues until several animals have been imitated.

Suggestions

To start the tour the following animals can be used: camel, walking with his back hunched; lion, walking quickly and turning like the animal in a cage; giraffe, walking with his neck stretched up; monkey, using his arms as if climbing a rope.

Allow the children to suggest additional animals which they wish to visit at the zoo.

Select one of the boys or girls to play the part of the guide after they have seen enough different animals to become familiar with the actions typical of the creatures.

GARDENER AND THE SCAMP

Formation

Players join hands in a circle. One child is the scamp, another is the gardener. The scamp stands in the center of the circle, the gardener on the outside.

Object

To have the gardener catch the scamp.

To have the scamp vary his direction and his actions around the circle to avoid being tagged.

The gardener shouts to the scamp, "Who let you in my garden?" With the reply, "No one," the scamp starts to run. Immediately the gardener ducks into the circle and chases him. While chasing the scamp the gardener must follow the same path and movements of the scamp. The scamp must run within the circle area. If the gardener fails to follow the exact course and action of the scamp, a new gardener is chosen.

When the gardener succeeds in tagging the scamp, he takes the scamp's place. The former scamp selects a new gardener and joins the circle players.

Suggestions

If the scamp tires before the gardener tags him, both children choose others to take their place. If the gardener is unable to catch the scamp within a reasonable time, have the two exchange positions.

Have the scamp run bowlegged, change to a stunt position, roll on the floor, clap his hands or make other movements. The gardener performs the same actions at the exact spot where the scamp started his antics.

FIND A NEW ONE**Formation**

Players are in pairs facing their partners. They may stand anywhere in the play area. One player, the caller, stands at the front of the group.

Object

To follow the caller's directions.

To find a new partner when it attempts to get one.

Heading the group the caller gives various directions which the boys and girls carry out such as: Sit down! Kneel! Stand! Stoop! Back to partner! Face partner!

When the caller says, "Find a new one!" everyone locates a new

partner while the caller tries to get one. If he succeeds, the player without a partner becomes the caller. When It fails, he remains the caller.

Suggestion

If sometimes a player does not try to get a partner so he can remain the caller, select someone to take his place.

PARTNER SKIP

Formation

Couples form a single circle facing the center; partners join hands. One couple is It and stands outside the circle.

Object

To secure the place left vacant by a tagged couple.

On signal the couple who is It starts skipping around the circle. They tag one of the other couples and continue to skip in the same direction around the circle. The tagged couple leaves the circle and skips in the opposite direction. Both couples try to reach the space left vacant by the couple just tagged. Whichever couple fails to reach the place in time becomes It for the next game.

Variation

When the couples meet while skipping to the vacant place in the circle, they shake hands, say "Hi," and bow to one another before continuing to the opening in the circle. Have the children suggest other actions which the meeting couples might perform.

ROUND THE TEAM

Formation

Players form three teams. Each team stands about ten feet apart in single file. The players on each team number off consecutively: 1, 2, 3, 4, 5, 6, 7, 8, etc.

Object

To have the same numbered member of each team run and circle his own file of players and return to his place first to score a point for the team.

To have a team score the most points.

Call one of the player's numbers, for instance, five. Player number five from each team runs up the right side of his file, then down the left side of the group, rounding the last player without touching, and up the right side back to his place. The first player back to his place scores three points; second, two; third, one point for trying.

Announce another number and the players assigned it follow the same course. When players number one race, they turn to the left, run down the left side, and return up the right to their places. The team which has the highest total score after the individual scores are added at the end of the game, wins.

Suggestion

Appoint the head player on each team as scorekeeper. After everyone has run he announces the score for his team.

HANDS AND TOES TAG

Formation

Boys and girls stand anywhere within the play area. The one who is It stands in the center of the group.

Object

To have It tag one of the players.

To avoid being tagged by It by resting hands and toes on the floor.

On the signal It begins to chase the players. The boys and girls run anywhere in the specified area. To escape tagging, the children touch the floor with their hands and toes. Players kneel or use any ingenious method to get the toes and hands on the floor at one time.

But the players keep moving, for they can stay in this position only until It counts to five. Then everyone moves, with It trying to tag one of them. When It tags someone, he exchanges places with him.

Variation

The tagged players help It catch others. Last player tagged starts the next round of the game.

Suggestion

Caution It not to stand over the stooping or kneeling player while he counts to five. Otherwise this player will not have a chance to get up and evade him.

WATCH IT!

Formation

Players form a double circle. The one who is It stands in the center of the circle. Inner circle boys and girls sit on the floor and face the middle, while the outer circle stands and faces right.

Object

To get a partner.

Watching It, the players in the outer circle walk around. It may move anywhere within the circle. Suddenly It kneels before a player in the inner circle. The boys and girls in the outer ring stop walking and kneel behind any child except the one before whom It is kneeling. The player without a partner is the new It.

Suggestion

After several rounds of play, have the outer and inner circles change positions, so that each gets a chance to move and find a partner.

Variation: Partners Return

Forming a double circle the boys and girls march around counterclockwise. Partners join hands. The leader claps his hands or uses some other signal for the inner circle members to continue marching in the same direction while the players in the outer one turn and march clockwise.

Call "Partners return!" and everyone hustles to find his partner. As soon as a child finds his partner the two sit down on the floor away from the scurrying partner seekers. Last couple to sit down scores a point. Couples with no points or the fewest at the conclusion of the game win.

DOG'S TAIL**Formation**

Players stand in pairs with the exception of It and the Flea. The second child in each pair, the dog's tail, grasps the waist of the first player, the better portion of the dog. It stands a distance from the Flea, who is the runner.

Object

To have the Flea get the dog's tail by grabbing hold of the player's waist who has the part of tail.

To have the dog move so the Flea cannot get the tail.

Give the signal for It to chase the Flea. That clever fellow decides he is going to get the dog's tail and save himself from being tagged by It. He tries to grasp the waist of the child doubling for the dog's tail. If the Flea succeeds in getting the tail, the main portion of the dog becomes the runner or Flea and the tail becomes the front of the dog; and It immediately starts pursuing him. When It tags the Flea, they exchange positions.

THREE DEEP**Formation**

All the boys and girls form a double circle, except two players who are the runner and chaser. They stand opposite each other on the outside of the circle. Facing the center the players leave enough space between them, so that the runner can enter the circle and stop in front of any twosome.

Object

To have the chaser tag the runner.

To escape being tagged by running in front of a pair of players.

On the signal the chaser pursues the runner around the outside of the circle. The runner escapes from the chaser by ducking within the circle and stopping in front of a pair of players. Since this makes the grouping "three deep," the person on the outside circle, becomes the new runner and tries to avoid being tagged by the chaser by halting in front of another couple.

If the chaser tags the runner before he "three deeps," the chaser exchanges positions with the runner and is then pursued.

Suggestions

To increase the interest of the players encourage the runners to run short distances and dash in front of a couple rather than keep running around the outside of the circle.

When the runner or tagger tires, he chooses someone to take his place.

Variation: Two Deep

This version is played in the same manner as Three Deep with the exception that the boys and girls now form a single circle, and the runner is safe when he runs in front of a player, thus making it "two deep." The second player now becomes the runner, with the chaser pursuing him.

✓ ***SKIP AND STOOP***

Formation

Players stand in a single circle.

Object

To stoop without losing one's balance.

On signal, the children skip around the circle. The leader claps his hands or gives some other signal for the children to stop skipping and to stoop, maintaining their balance.

Anyone losing his balance may continue skipping with the children when play is resumed, but he cannot stoop on the succeeding signals. Sound the stoop signal at intervals. Players who skip and stoop the longest win.



SQUIRRELS IN TREES

Formation

Players count off by three's and the groups of three's stand anywhere within the play area. Numbers one and two face each other and join hands to represent a tree; Number three, the squirrel, stands between them. An extra squirrel without a tree stands in the center of the area.

Object

To have the squirrels change trees at a given signal while the treeless squirrel attempts to get a home.

On signal, the squirrels leave their home, dashing for another tree with the homeless squirrel trying to get a place in a tree. The "trees" raise their joined hands so that their squirrel can get out and a new one can enter. The displaced squirrel waits for the next signal to change trees. Then he attempts to find a home.

Suggestions

After several rounds of dashing from one tree to another, have the squirrels select one of the twosome forming the tree to take their place while they become the second half of the tree. Have the squirrels change again later, so that the remaining part of the tree gets a chance at being a squirrel.

When the children count off by three's, they may end up even with no extra squirrel. If that happens, have one of the threesomes

become three homeless squirrels. When two players are extras, have them play the squirrels. The addition of several homeless squirrels will increase the fun.

Variation: Hound and Rabbit

The one's and two's form trees while the three's become rabbits. Players stand in the same formation. One child who represents the hound stands a distance from the rabbit without a tree.

On the signal the hound chases the rabbit. The rabbit seeks safety in any tree. When he enters, the rabbit occupying the tree must leave and dash to another tree, while the hound now pursues him. If the hound catches a rabbit, both select players to take their places.

Suggestion

After several rounds of play, have rabbits and trees exchange places, so that additional players can get a turn at active participation. Changing frequently keeps the interest keen.

↳ ***COUPLE TAG***

Formation

Players are in couples, with joined hands. One couple is It.

Object

To have It tag one of the couples.

To avoid being tagged.

On the signal It pursues any of the couples who may run anywhere within the play area. Everyone holds his partner's hand and cannot break away. If the tagging couple drops hands while tagging, the tag does not count.

When It tags a couple they exchange positions. The new It may not tag or chase the previous It until the new taggers first pursue another couple.

ANIMAL TAMER

Formation

Players are in two groups. The groups stand facing one another in two lines about thirty feet apart. The Animal Tamer stands in

the center of the play area. Give each player in group one the name of an animal. Then assign the same names to group two, so that two players, one on each team, have the same name.

Object

To be the first to touch the Animal Tamer's hand and to score a point.

To be the team with the most points.

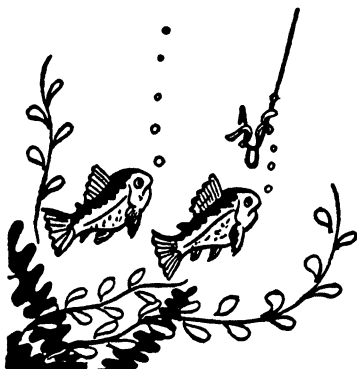
The Animal Tamer calls the name of an animal and the two players, one from each team, answering to the name run to the Animal Tamer. First animal to tag his hand scores a point for the team.

When they return to their places, the tamer requests another pair of animals to come to him by giving its name. The two children having the name run to the tamer.

Play continues with the various animals tagging his hand to score. The team with the most points at the conclusion of the game wins.

Suggestion

Allow the Animal Tamer to change places with the animals to give him also a chance to run.



THE FISHERMAN

Formation

Organize four teams. One boy or girl is the fisherman. Give each group the name of a fish: perch, herring, whitefish, pickerel, or

any other. Assign each group to a corner of the lake (play area). The fisherman stands in the middle.

Object

To have the fisherman tag any fish he can as they swim (run) for their corner of the lake.

To have the fish swim (run) for their corner in the lake without being tagged.

Running slowly to one of the corners of the lake the fisherman calls the name of a fish, "perch." Continuing on with the perch following him the fisherman skips, hops on one foot, runs, or performs some other action. The fish follow him and mimic his actions.

As he passes the next group of fish he may or may not call the name of the fish occupying the corner. In any turn he can call one, two, or all of the fish as he passes the corners. However when the fisherman beckons the fish, the group follows him. Fish continue following and imitating the fisherman as he alters his movements until he shouts, "Catch the fish!"

Each group of fish runs for its particular corner of the lake with the fisherman chasing them in the attempt to tag as many as he can before they reach their corner.

Any fish whom he catches join him. As he proceeds on to the next round of the game, they follow him doing as he does. He alone calls the name of the fish as they reach the corners, but when he warns, "Catch the fish!" they help him tag the fish.

The last fish the fisherman and his assistants catch is the new fisherman and wins the game.

games with equipment

These active games need only the simplest of equipment. The first twelve games merely require chalk or other marker to set out the boundary lines. For games "Old Nellie" through "Boundary Ball" (pages 109-124), a ball is the chief item. Some of these games specify a particular kind of ball—soccer, volley, or softball; however, the leader can substitute an inexpensive rubber ball to provide the same source of fun. For kicking games, a soccer ball is almost a necessity; another kind of ball goes to pieces quickly if it is used for kicking. If a soccer ball

is unobtainable, the leader can change the technique in the game from kicking to throwing.

The majority of the games require special boundary lines. To save play time, the leader or the boundary manager should mark off the areas before the games begin.

TOMMY TIDDLER'S GROUND

Equipment

Chalk or other marker.

Formation

Draw a line to divide the play space into two sections. Tommy Tiddler stands in one area, the remaining players in the other.

Object

For Tommy to tag the players who cross the center line and enter his area.

To avoid being tagged by Tommy by quickly returning to the safe ground on the opposite side of the center line.

On the signal the players cross the center line and tread on Tommy Tiddler's ground. When they cross the line they repeat, "I'm on Tommy Tiddler's ground, picking up gold and silver."

Tommy tries to tag one of the children before the child can get back across the center line to his own side. Everyone except Tommy may cross the line; he must stay on his own ground. Any child tagged by Tommy becomes the new Tommy Tiddler, and the previous one joins the group.

Variation

Instead of the tagged player exchanging places with Tommy, have him go over to Tommy Tiddler's ground and help him tag other boys and girls. The last player Tommy and his helpers catch is the new Tommy Tiddler for the next game.

JUMPING THE CREEK

Equipment

Chalk or other marker.

Formation

Draw a starting line. Players stand in relay teams behind it. Forty feet away from the starting line and parallel with it draw a "creek" for the players to jump across. Width of creek depends on the age of the group.

Object

To be the first team to finish running to the creek, jump across it, and run back to its place.

The first pupil from each team runs to the creek. Reaching the creek the player jumps over it, turns around and runs back to the starting line where he touches the extended right hand of the second boy or girl and goes to the end of his team. The second child starts off and follows the same course.

Teams continue running and jumping the creek until one team is first to have all its members perform.

Suggestion

Require that older boys and girls avoid the boundary lines of the creek at take-off or landing. If they step on the line, they must jump again and clear the creek before they run back to the starting line. Children who cannot participate in a running game might serve as judges and stand at each creek ready to call players back who have fouled.

WHAT IS YOUR HURRY?

Equipment

Chalk or other marker.

Formation

Draw a starting line. Players stand in relay formation behind it. Forty feet ahead of the starting line draw the goal line.

Object

To be the first team whose members perform their required action while proceeding to the goal and back to the starting line and to return to their places.

Since each member of the relay team performs a different action while going to and from the goal, assign the following to each team of eight players:

<i>Player</i>	<i>Action</i>
1	Walk with stiff knees.
2	Place hands on hips, hold feet together and hop.
3	Run while clapping hands.
4	Proceed in squat position to goal, run to starting line.
5	Hop on one foot.
6	Skip to goal, sit on floor, and skip to starting line.
7	Swing arms in circular motion while walking quickly.
8	Place hands on head and run.

Give the signal for the first player from each team to proceed with his assigned action. As soon as he returns to the starting line he touches the extended right hand of the second player on his team and then goes to the end of the line. The second boy or girl goes forth performing his designated action. Play continues until one team has had all of its members complete their performances and return to their places. This team is the winner.

SLAP AND RUN

Equipment

Chalk or other marker.

Formation

Draw two parallel lines thirty feet apart. Players are in two teams. Each team stands behind its line and faces the other.

Object

To slap the hand of a player on the opposing team and dash to one's own place without being tagged.

To have the player who gets slapped chase the slapper and tag him before he can get back to his place in line.

To have a team obtain the most players by having its members tag the slapper.

To start the game, call the name of one of the players on Team 1 who is to be the first slapper. Players on Team 2 extend

their right hands, palms up. Going to the players on Team 2 the slapper gently strokes the extended hand of each child as he moves up and down the line.

Suddenly he decides to slap the hand of a player. Immediately he turns and dashes for his own place in line. The boy or girl whose hand he slaps chases him to his place. If the chaser tags him, he joins the other team. If no one tags him, he remains on his own side.

Now call a child from Team 2 to go to Team 1 and stroke the palms of the children until he decides to slap one of their hands. Alternate the selecting of slappers from the two teams, so that everyone has a turn. The team with the most players at the end of the game wins.



MIDNIGHT

Equipment

Chalk or other marker.

Formation

Draw a circle, which is to be the fox's den, on one end of the play area. On the opposite side draw a line, the sheep's enclosure. Everyone (sheep) stands behind the line except the fox who is in his den.

Object

To have the fox tag the sheep as they run for their enclosure.
To have the sheep reach the enclosure without being tagged.
To be the last sheep to be tagged.

To have It catch players moving after the count of ten and send them back to the starting line.

When It commences counting from one to ten, the players advance toward the opposite goal on which he stands. On "Ten," It faces the boys and girls. He names anyone he catches moving and sends him back to the starting line to begin over again.

Then, he once more counts to ten and the players advance some more toward the line. Play continues until the first player crosses the goal where It stands. The player now becomes the new It, and the previous It joins the other players.

Suggestion

The element of surprise is important in this game. Instruct It to count to ten at varying speeds, hesitating between numbers, so that the children advancing to the line will have to gamble on whether to run, move ahead one step at a time or take several steps at a time. Those advancing soon realize that they cannot stop motionless on a second's notice. After they are sent back to the starting line several times, they become more and more cautious.

NO TRESPASSING!

Equipment

Chalk or other marker.

Formation

Draw two parallel lines ten feet apart and connect these lines to outline the "No Trespassing" area. Thirty feet from each line mark the goal lines. The two thirty feet areas are the fields. Hunters stand at one of the goal lines. The farmer stands in the center of the No Trespassing area between the two center lines.

Object

For the hunter to cross the farmer's land on which there is No Trespassing without having the farmer catch him.

To have the farmer catch the hunters while they cross the land.

The farmer starts the game by commanding, "Off my land!" The hunters then attempt to get from one field to the other. To ac-

comply with this they must run through the No Trespassing area in which the farmer stands.

As they go across the ten-foot area the farmer tags as many hunters as he can. Anyone who gets tagged or runs out of the area joins the farmer in his territory; the hunters who escape proceed to the opposite goal line.

Then the farmer gives his warning again, "Off my land!" and the hunters run through his field to the other goal. The farmer and his helpers tag anyone they can get before the hunters get across the No Trespassing area.

Play continues until only one hunter remains untagged. He becomes the farmer for the next game.



LISTEN AND CHANGE

Equipment

Chalk or other marker.

Formation

Draw two parallel lines about forty feet apart.

Players form two groups; each stands behind his line facing the center. The one who is It stands in the center of two groups.

Object

To have two players change places before It tags one of them.
To have It tag a player before he reaches the opposite line.

It calls the name of one player from each group and follows the name with some direction such as "Mary and Bill, hop!" In this game It eats his own words; he performs the same action he requests the other two children to do. The two players attempt to change places. It tries to tag one of them before he reaches the coveted spot, the opposite line.

If It succeeds, the tagged player becomes It. If It fails, he hopes for better luck the next time and calls two other players and commands them to perform another action while changing places.

After two failures, It selects someone to take his place.

Suggestions

Have It use such directions as "Sylvia and Bob, skip, run, walk while holding the right hand on the right ankle, or walk with stiff knees!"

Encourage the children to offer suggestions for the kind of action that It and the two players perform. Variety makes the game more interesting.

POM POM PULLAWAY***Equipment***

Chalk or other marker.

Formation

Draw two parallel lines fifty feet apart.

Everyone except It stands on one of the lines, facing center.

It stands in the middle of the play area.

Object

To run from one line to the other at It's signal without being tagged by It.

For It to tag as many players as he can while they exchange goals.

As It shouts, "Pom Pom Pullaway, come away, or I'll pull you away" the players run across the play area to the opposite line. As he chases the players, It tags as many as he can before they reach the opposite side. Anyone who is tagged goes to the center of the play area.

With the untagged players now on the opposite line, It and his helpers return to the center and face them. It shouts the signal again and he and his helpers tag anyone they can as the players race to the opposite line.

The last player the taggers corral becomes It for the next game.

Suggestion

If the children, in their efforts not to be tagged, run too far out to the sides of the play area when crossing, it may be necessary to mark side boundaries. Then, any child who runs over the side line will be considered tagged.

BROWNIES AND FAIRIES

Equipment

Chalk or other goal marker.

Formation

Draw two parallel goal lines about forty feet apart.
Players form two groups: Brownies and Fairies.
Each group stands behind its designated goal line.

Object

To chase the opposing team to its goal upon the signal, "The Brownies (or Fairies) are here!"
To have the chasers tag as many players from the opposing side as they can before the boys and girls reach their own goal line.
To win the game by having the most players on a side.

Have the Fairies turn their backs to the Brownies. The leader then motions the Brownies to come up behind the Fairies. Quietly the Brownies steal closer to the Fairies. When the Brownies get near enough so that the Fairies can turn around and tag some of them, the leader says, "The Brownies are here!"

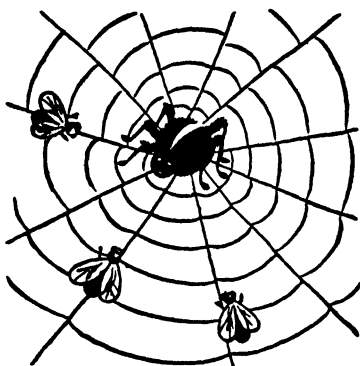
Turning quickly the Fairies chase the Brownies who flee for their own goal line. Any Brownies the Fairies tag join the Fairies' side.

Then the Fairies go to their goal and the Brownies stand behind theirs, turning their backs to the Fairies. The leader motions the Fairies to come up behind the Brownies. When they are within tagging range he shouts, "The Fairies are here!" The Brownies turn and chase the Fairies to the Fairies' goal line. Any Fairies the Brownies tag become Brownies.

Continue having sides alternate chasing each other. At the end of three turns for each side or a designated time the side having the most players wins.

Suggestion

The leader, in this case, is often called the Lookout. When the children learn the game, ask for volunteers for this position. The same Lookout may call for both groups, or a Fairy Lookout and a Brownie Lookout may be selected.



SPIDER AND FLIES

Equipment

Chalk or other marker.

Formation

Draw two parallel lines about sixty feet apart. These are the goal lines.

Players (Flies) stand in a single circle in the area between the two goal lines. The Spider squats in the center of the circle.

Object

To have the Spider catch the Flies before they reach their goal.

To have the Flies run for the goal when the Spider stands and chases them.

To have the Flies reach their goal before the Spider tags them.

Skipping clockwise in the circle the Flies move around the Spider. The Flies say, "Buzz! Buzz! Buzz!" as they skip.

Suddenly the Spider says, "Into my web!" and jumps up. Immediately he starts chasing the Flies who scurry to either one of the two goal lines. Anyone the Spider tags goes into the web (center of the circle), and becomes a Spider. The uncaught Flies return to form the circle around the Spiders.

The Spiders squat until the head Spider jumps up and says, "Into my web!" All other Spiders follow his actions and assist in catching the Flies; they do not instigate the action. The last Fly to lose his freedom becomes the Spider for the next game.

Suggestion

Recommend that the children dash for the goal nearest to them to avoid bumping into other boys and girls.

√ ***HOT BEANS***

Equipment

Bean bag.

Formation

Players stand in a circle, one has the bean bag. The child who is It stands in the center.

Object

To toss the bean bag from player to player to keep It from touching the hot beans.

For It to try to touch the Hot Beans.

On signal the player with the bean bag tosses it to someone in the circle who tosses it to another child. Players keep throwing the bean bag back and forth while It tries to touch it (the hot beans).

If It touches the bean bag he exchanges places with the person who threw it. If the bean bag falls on the floor and It touches it, the player who just held the hot beans changes places with him.

Variation

Players throw or roll a ball to each other while It tries to touch the ball. If It is successful, the last boy or girl who threw or rolled the ball takes his place in the circle.

SLOW 'EM DOWN RELAY

Equipment

For each team: two chairs, piece of cardboard large enough to sit on, and an Indian club.

Formation

Draw a starting line. Fifty feet from it and parallel to it mark the goal line. Twenty feet from the starting line for each team place

the two chairs with their backs together to form a tunnel through which the players must crawl. Twenty feet further draw a square and place the cardboard in it. Place the Indian club on the goal line.

Players stand in relay teams behind the starting line.

Object

To be the first team to conquer the obstacles and return to its original position.

On signal the first player from each team runs to the chair tunnel, crawls through it, proceeds to the cardboard, sits down on it, arises and runs to the goal line, circles the Indian club and runs back to the starting line. When the first player leaves the line to start his run, everyone on the team moves forward one place. The runner as he returns to the starting line, touches the extended hand of the next in line and goes to the end of his team. The boy or girl touched off proceeds to the goal in the manner described. Play continues until all on one team finish overcoming the obstacles and return to their original positions.

BEATER GOES ROUND

Equipment

A swatter—child's old sock stuffed with rags, top tied tightly with string; or folded newspaper tied together with string.

Formation

Players form a circle with the exception of one who stands on the outside of the circle holding the swatter.

Circle players have their hands behind their backs.

Object

To have It place the swatter in someone's hand.

To have the player receiving the swatter hit his right-hand neighbor with it while he chases him around the circle.

To have the runner speed up to avoid the swats.

Holding the swatter It walks counterclockwise around the outside of the circle and nonchalantly places the swatter in someone's hands. As soon as the child receives the beater, he begins swat-

ting his right-hand neighbor who leaves his place and runs around the circle counterclockwise back to his own place. When he returns to his place he is safe and cannot be swatted.

The former It takes the place of the boy or girl to whom he gave the swatter. With the runner in place the swatter who chased him around the circle becomes It and walks around the circle to give the swatter to another player.

DROP THE HANDKERCHIEF

Equipment

Handkerchief or piece of cloth.

Formation

Players form a single circle facing center. The child who is It stands on the outside of the circle.

Object

To have It drop the handkerchief behind a player.

To have It obtain the vacant place in the circle before the child who picks up the handkerchief can return to his place.

It runs around the outside of the circle and drops the handkerchief behind one of the children. He continues running in the same direction. The child receiving the handkerchief picks it up from the floor and races around the circle in the opposite direction. Each tries to be first in reaching the vacant place in the circle.

If It reaches the place first, the player holding the handkerchief becomes the new It. If the child who got the handkerchief gets the place first, It takes back the handkerchief and repeats running around the circle and dropping the handkerchief.

Suggestion

When the children meet while running for the vacant place in the circle have them pass to the right of each other to avoid colliding.

Variation: Circle Tag

Have players in the single circle hold both hands behind their backs. It then drops the handkerchief into an unsuspecting child's

hands rather than on the floor or ground behind him. When the child realizes he has the handkerchief he pursues It, running in the same direction as It. If he tags It before the latter reaches the vacant place in the circle, he gives the handkerchief to It and takes his original place in the circle. If he does not tag It before the latter reaches the vacant place, he becomes It for the next game.

✓ **THE LOST KITTEN** ✓

Equipment

Two blindfolds.

Formation

Players stand in a single circle. It, the kitten, and two catchers stand in the center. Blindfold the two catchers.

Object

To catch the kitten.

Moving within the circle the kitten "meows." The two blindfolded children pursue the kitten and try to catch him.

If one of the children tags the kitten, he becomes the kitten, and the former kitten joins the circle. The new kitten selects someone to take his place as catcher.

Suggestions

If the catchers after a reasonable time fail to catch the kitten, allow each catcher to select another boy or girl to take his or her place. Have each child use the blindfold he brings from home.

SNATCH THE CLUB

Equipment

Indian club or substitute.

Formation

Players form two teams and stand in two lines facing one another with a good distance between them. The boys and girls number off consecutively. Each team starts from the opposite end of the line:

Team 1: 1, 2, 3, 4, 5, 6, 7, 8, etc.

Team 2: 8, 7, 6, 5, 4, 3, 2, 1.

Place the Indian club in the center of the space between the two teams.

Object

To take the club from the center and run back to one's own line to score without being tagged by the opposing team member.

To tag the player touching or securing the club and score.

To have one's team win by securing the most points.

Call one of the numbers, for instance, four. Number four from Team 1 and Team 2 rush to the center and try to seize the club. At an opportune moment, one of the children snatches the club and runs back toward his line. The opposing player pursues and tries to tag him before he reaches his line.

If the player reaches the line without being tagged, he scores a point for his team. If the opponent tags him, the tagger's side scores a point. Any time after a player touches the club he is subject to being tagged.

The team with the most points at the conclusion of the designated time wins.

CLUB GUARD

Equipment

Indian club, volleyball or soccer ball.

Formation

Players form a single circle.

Place an Indian club in the center of the circle. One player, the guard, stands near the club ready to protect it. One of the circle players has the ball.

Object

To have the guard protect the club from being knocked over by the ball.

For the circle player to knock over the club with the ball and secure the guard's position.

The circle player with the ball starts the activity by tossing the ball at the club in the attempt to floor it. The guard keeps bobbing around the club to protect it from the ball.

If a player succeeds in knocking over the club, he exchanges places with the guard. When the guard in his excitement accidentally knocks down the club, he selects someone else to take his place.

Players throw the ball easily and keep it below waist level to prevent injuring the guard. The guard may use his hands to protect himself.

Suggestion

To increase the difficulty of the guard's task and to give the other players more opportunities to become guard, place three Indian clubs in the center of the circle in a triangle formation.

Variation: Soccer Club Guard

Instead of throwing, the players kick the ball in trying to floor the club. Players can use their hands only to retrieve the ball if it goes out of bounds or stops rolling within the circle; the guard uses his hands to protect himself from the ball.

For this version of the game use a soccer ball.

WATCH THE NUMBERS

Equipment

Phonograph (or piano) music for marching; six sheets heavy white paper, 9" x 12"; black crayon.

Formation

On each sheet of paper write one of the numbers, 1-2-3-4-5-6, large enough so the children marching around the room can read them. The leader holding the numbers stands outside of the circle. Players march in single file around the room to music.

Object

To watch the numbers which the leader holds up.
To march in the numbers indicated on the paper.

At the start of the music, players march around the room in single file. At any time the leader will hold up one of the numbers. If the number is 2, the children march in twos; if it is 3, the children march in threes, etc. If 1 is displayed again the children go back to single file.

When the signal indicates marching in twos, threes, fours, fives, or sixes, and a player does not secure a partner or become a part of the grouping, he goes to the center of the play area. When the next number appears, he joins the scramble to get into the correct formation.

RIDING THE CARROUSEL

Equipment

Record player (or piano and accompanist) for galloping music.

Formation

Players count off by twos. One's form Circle 1; two's, Circle 2.

Object

To avoid being the last player to assume a pony stance.

To be the group having the most players at the conclusion of the game.

Start the music and request the children in both circles to gallop around while the carrousel moves. Stop the music at intervals. The boys and girls halt, face the center of the circle and get into a pony stance. The last player in either circle to face the center and touch the floor joins the opposite circle. With each stopping of the music and halting of players, one player moves from his circle to the other group. At the end of the designated time the circle with the most children wins.

Suggestion

To assume the pony stance, have the children touch the floor with the finger tips to imitate the all-fours position.

SWATTER ON THE RUN

Equipment

Use three children's socks filled with cotton and securely tied at the top with string.

Formation

Players stand anywhere within a designated play area.

Each of the three players who are It holds a sock.

Object

To have It tag a player by hitting him with the sock.

To have the player avoid being tagged by placing a hand on one of his own socks or stockings.

On signal the three players who are It chase the others to try to tag them—by hitting them with the sock. The boys and girls save themselves from being tagged by holding a hand on one of their socks or stockings.

If any one of the Its succeed in tagging someone, the two exchange places and the chase continues. The new It may not pursue the player with whom he exchanges places before he chases another child first.

Suggestions

If the taggers tire, have them select others to replace them.

If players keep their hands glued to their socks or stockings It may shout, "Swatter on the run!" and everyone must move.

BLACK AND WHITE**Equipment**

Two blocks of wood, one painted white, the other, black; chalk or other marker; box.

Formation

Draw two goal lines sixty feet apart.

Players make up two teams: Whites and Blacks.

Facing each other in the center of the area each team stands in a line about five feet apart.

Object

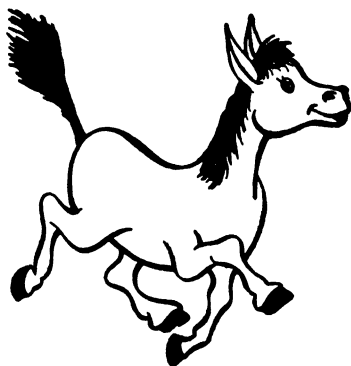
To run for the team's own goal line when the leader holds their block of wood.

To have the pursuing team tag as many players as they can.

To start the game the leader holds up one of the blocks of wood so that both teams can see it. If it is white, the Whites turn around and run for their goal with the Blacks pursuing them. Any

Whites who reach their line without being tagged are safe. Tagged players join the Blacks. Players again line up at the center. The leader again shows one of the blocks. If it is black, the Blacks turn to rush for home with the Whites chasing them. Any Blacks whom the Whites tag join the taggers.

Play continues for a designated time. The side with the most players wins.



OLD NELLIE

Equipment

Soccer ball or rubber ball of that size.

Formation

Players form a circle and count off by threes. Each threesome is an Old Nellie, a mule. One trio enters the circle. The second player of the threesome places his hands on the first player's shoulders while the third places his hands on the shoulders of the second to simulate the mule. One of the players forming the circle has the ball.

Object

To hit Old Nellie's tail, the third player, with the ball and get back into the circle.

To have Old Nellie move around in the circle to avoid letting the tail player get hit with the ball.

On signal the player holding the ball tosses it at Old Nellie trying to hit the tail. Moving around in the center of the circle, Old

Nellie tries to avoid the ball. When a player hits the tail, the threesome of which he is part enters the circle and plays Old Nellie, and the previous mule joins the circle. Throwers must keep the ball below waist level. When a throw is unsuccessful, circle players retrieve the ball and return to the circle before throwing it again.

If Nellie parts—by players letting go of the other members' shoulders—the trio rejoins the circle, even though Old Nellie has not been hit, and appoints a new Nellie.

QUICK CHANGE

Equipment

Soccer ball.

Formation

Players form a large single circle. The one who is It stands in the middle and holds the ball.

Object

To have the players It calls by name change places before he hits one of them with the ball.

To have It throw the ball and hit one of the players who changes places.

It calls the names of two children in the circle, bounces the ball once, and then throws the ball at one of the two players who scurry to change places. To have the hit count, It must throw the ball so that it hits the scurrer below waist level.

If It hits one of them, the player he hits takes his place and It joins the circle. If It misses, he calls two other names, bounces the ball once, and tries to aim better this time. After three tries and no hits, It selects someone to take his place.

Suggestions

Caution the children to throw the soccer ball carefully. It will hurt a player or knock him off balance if it hits him much above the waist. With young children use a volleyball or large rubber ball.

TIME TO RUN

Equipment

Soccer ball.

Formation

Players stand in a circle. Each player holds his hands in front ready to receive the ball. It stands in the center of the circle and holds the ball.

Object

To run from the circle when It gives the ball to someone.

To have the player receiving the ball count to five and then try to hit one of the players.

Walking within the circle It suddenly puts the ball in the hands of one of the players. As soon as the others see that someone in the circle holds the ball, they run away from the circle. The player obtaining the ball stands in place and immediately starts counting to five. Upon saying, "Five!" he adds, "Halt!" Everyone stands still.

The player throws the ball at one of the children and attempts to hit him with it. If he succeeds, the child whom he hits becomes It. If not, he remains It. The circle is formed again and play continues as before.

STRIDE BALL

Equipment

Volley, basket, or soccer ball.

Formation

Players form a circle and stand in stride position (legs spread apart) with the sides of the feet touching those of both neighbors. One child holds the ball and stands in the center of the circle.

Object

To keep the ball from passing between the players' feet.

To have It (center player) try to toss the ball between the feet of the players.

The boy or girl in the center tosses the ball toward the opening created by the stride position of the players' legs in an attempt to get it through. Circle players try to stop the ball with their hands. If successful, the player who stopped the ball sends it back to the center tosser.

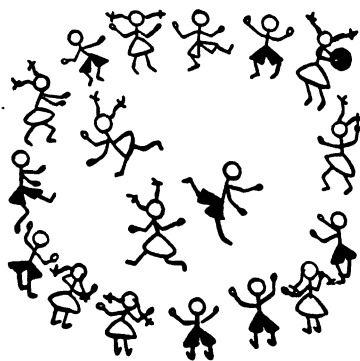
When the tosser succeeds in getting the ball through the open space, he changes places with the player between whose legs the ball

Variation

Increase the size of the circle and add the space between players in the circle to the legal openings through which the ball may be thrown. Then, if the tosser gets the ball through this space, the boy or girl to the left of the ball exchanges places with the center player.

Suggestion

If after a reasonable time, the center player fails to toss the ball between the players' legs or through the space between two players in the circle, allow him to choose another boy or girl to take his place.



SIMPLE DODGEBALL

Equipment

Volleyball.

Formation

Players form a circle. One player holds the volleyball. Three dodgers stand in the center of the circle.

Object

To have the dodgers move around the circle to avoid being hit by the circle players who throw the ball at them.

To hit one of the dodgers with the ball and obtain his place in the circle.

On signal the player holding the ball throws it trying to hit one of the center dodgers below waist level. If he misses another circle player picks up the ball, returns to his place in the circle and then throws the ball at the dodgers. The dodgers keep moving around the inside of the circle to dodge the ball. Any player hit with the ball changes places with the child who threw the well-directed ball.

Suggestions

When some of the better throwers keep getting into the center and others do not, request them to give their turn to the child who has not been in the center. Be sure the throwers throw from their circle. In their excitement, children will rush into the circle to pick up the ball and will forget to return to the circle to throw at the dodgers.

Variation: Double Dodgeball

Use two groups, with the throwers forming the circle and the dodgers standing within the circle. Give the ball to one of the throwers who tosses it at one of the center targets. Any player who is hit joins the circle players. The boy or girl remaining longest in the center wins.

TIP THE CLUB

Equipment

Soccer ball and Indian club for each group.

Formation

Players are in two groups. Each forms a circle and appoints a captain.

The Indian club is in the middle of each circle. Each captain has a ball.

Object

To knock over the Indian club by kicking the ball at it and to score a point.

To be the team scoring the most points.

On signal the captains of both groups kick their balls at their Indian club. The remaining players kick the ball whenever it comes in their direction. Each circle tries to be the first to knock over its club. The first team to succeed scores a point.

The captain sets up the club each time it is knocked over and, on signal, the kicking resumes. If the ball stalls in the center of the circle, the captain gets the ball, returns to his place quickly, puts the ball on the ground and kicks it toward the club.

Players may use only their hands to protect themselves from a high ball. Players may kick the ball from the circle edge only. Caution kickers to keep the ball down. At the end of the designated time the team with the most points wins.

Suggestion

Remind the kickers to keep the ball down. A very hard kick by an inexperienced kicker often goes high in the air, missing the club entirely. With older children, suggest that they use the inside of the kicking foot rather than the toe, to "push" the ball toward the club. Using this technique the kicker has more control over the direction of the ball and is more likely to hit the target.

CALL AND TOSS BALL**Equipment**

Rubber ball for each group.

Formation

Players form three groups, each group stands in circle formation. One child from each group stands in the center of the circle and holds a ball.

Object

To have It call a player's name and toss the ball straight up into the air so the child can run and catch the ball on a bounce.

**To have the player It calls run and catch the ball on a bounce.
To become It by catching the ball.**

On signal the center pupil in each group, It, calls a player's name and tosses the ball straight up in the air. The child hearing his name runs to the center and tries to catch the ball after it has bounced once.

If he succeeds, the catcher exchanges place with It. If he fails to catch the ball, he returns to his place in the circle, and It calls another boy or girl's name.

If after It tosses the ball three times no one catches the ball on a bounce, It chooses someone to take his place.

Variation

For older children, have the catcher catch the ball in the air before it bounces. The center player must then make certain that his toss in the air is straight and high.

CORNER SPRY

Equipment

Rubber ball for each group, or volleyball if available.

Formation

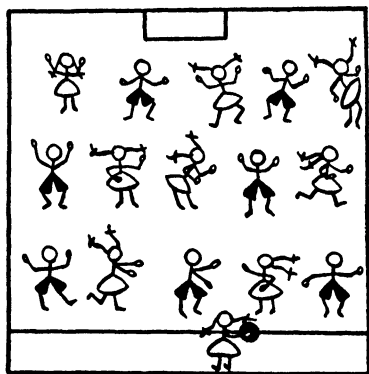
Players form four groups, each occupying a corner of the room. Each group lines up facing the leader it selects. He holds the ball.

Object

To have the leader throw the ball in turn to each member of his group who return it to him.

To have the group finish first in receiving the ball and returning it to the leader and having every player occupy the leader's position.

On signal the leader of each group throws the ball in turn from left to right to the players on his team. They throw it back to him. As he throws to the end boy or girl on the right, the leader shouts, "Corner Spry," and runs to the end of his team (right). The first person in the group (left) rushes to the center to take the leader's place and catches the ball from the end player. The first leader now becomes



BAT BALL

Equipment

Volleyball or rubber ball of that size.

Piece of chalk or other marker.

Formation

Draw a batting line at one end of the play area. Five feet from it draw another one, the foul line, parallel to it. About forty feet from the batting line mark a circle or base.

Players form two teams. One team is in the field, the other bats and stands behind the batting line. Have the team at bat number off, and bat in that order. Give the ball to the first player to bat for his team. Fielders number off when they come up to bat.

Object

To bat the ball over the foul line and run to the base and back without being hit by the ball and to score a run.

To have the fielders recover the ball and throw it at the runner in the attempt to put him out.

To be the team scoring the most runs.

Standing at the batting line the child hits the ball with the heel of his hand or with his fist. If the ball goes over the foul line, he runs to the base, touches it, and runs back to the batting line.

The players in the field recover the ball and try to hit the runner with the ball. If he is hit, it counts one out for his team, and the next boy or girl bats. If the player succeeds in running to the base and

home without being hit by the ball, he scores one point (a run) for his team. The side continues batting until it has three outs; then the opposing team comes up to bat while the other one goes into the field.

If the fielders catch a fly ball, the batter is out. Fielders cannot run or walk with the ball; they may take only one step with the ball. They also cannot hold the ball. If they violate any of these rules, the runner gets credit for a run. If a player is out of range to throw the ball at the runner, he passes it to one of his teammates who may still pass it to another or throw it himself if he is close enough to hit the runner with the ball. The fielders may throw and recover the ball as many times as necessary in an attempt to get the runner out before he returns across the batting line.

If the batter fails to hit the ball over the foul line on the first attempt, he has two more tries. After three failures he is out. Play continues with the teams alternately batting and fielding. The team with the highest score wins at the end of a designated number of innings.

Suggestions

An inning is divided into two halves. One team bats in the first half; the other, the second half. A half-inning lasts until three members on the batting team are put out, after which the teams exchange positions. If one playground group challenges another to play, the challenging team is the home team and bats in the second half of the inning. The "visiting" team bats first.

One or two children can serve as scorekeeper for both or each team. At first, the leader should be the umpire to judge the legal hits and throws, the outs and runs. Later, an older child who is thoroughly familiar with the game can referee, with the leader ready to help on very close decisions.

SIMPLIFIED NEWCOMB***Equipment***

Volleyball or substitute ball; volleyball net or rope; standards on which to hang net or rope; a piece of chalk or other marker.

Formation

Draw a court 25' x 50' or adjust the size of the court to the space available and the maturity of the group. Stretch a net or rope across the center of the court and fasten it on the standards. The net should be seven feet from the ground, but can be lowered for younger players.

Object

To throw the ball over the net into the opponent's side of the court.

To catch the ball before it touches the ground when the opposite side returns the ball.

After a coin toss, the leader gives the ball to the side winning the toss. To start the game, one of the players throws the ball over the net to the other side. One of the opponents catches the ball and returns it by throwing it over the net. Play continues with the boys and girls tossing the ball back and forth over the net.

Whenever a side fails to catch the ball and permits it to touch the ground on their side of the net, the other side scores a point. The player nearest the ball puts it into play. If a player who has the ball is too far from the net, he may pass the ball to a teammate who can throw it over.

In addition to scoring a point when the opposing side allows the ball to touch the ground, a team scores one point on each of these fouls by the opponent: throwing the ball under the net or rope, into the net, or out of the court; holding, walking or running with the ball.

At the end of a designated time period, the team with the most points wins.

Suggestion

Use a referee and scorekeeper. During the time the children are learning the game, it is best for the leader to referee.

BEAT THE BALL

Equipment

Softball.

Formation

Use the regular softball diamond.

Players form two sides: throwers and fielders.

Each team counts off consecutively and throws in that order. The throwers stand behind the home base. Fielders with the exception of the catcher, first, second and third basemen, stand anywhere in the field.

Object

To have the thrower run the bases after tossing the ball into the field and reach home in order to score a run before the fielders return the ball to the catcher.

To have the fielders recover the ball, send it to the first, second, and third baseman who throws it to the catcher before the player reaches home.

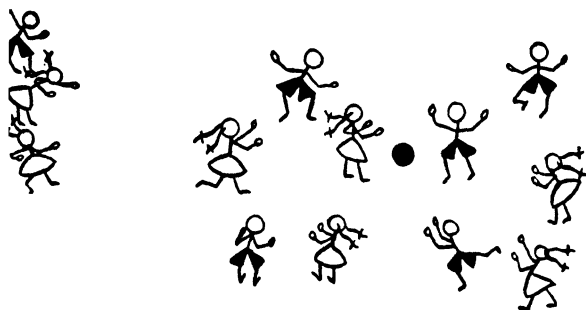
To have a team score the most runs.

Standing at the home base the first player on the throwers' side throws the ball into the field and runs the bases. He does not stop at any bases. He touches each one and continues running until he reaches home.

The fielder getting the ball throws it to his first baseman. This player sends the ball to the second baseman who throws it to the third baseman and on to the catcher at home base. If the runner gets home before the ball, he scores a run for his team. If the ball arrives home first, the runner is out. The next thrower for the team comes to the home base to throw. After three outs, the throwers go into the field and become fielders, and the fielders get their turn to throw the ball.

If a baseman fails to catch a ball, he must recover it, return to his base, and then throw it to the next baseman. Even when a fielder catches a fly ball he must send it to the first baseman. Each time, the ball must make its rounds to the three basemen and the catcher.

After every three outs throwers and fielders alternate their positions. The team with the highest score at the end of a specified number of innings wins.



GROUNDED SOCCER

Equipment

Volleyball, partially inflated; chalk.

Formation

Draw two parallel goal lines, forty feet apart.

Players form two sides. Each group stands at one of the goal lines. Five players from each team stand in the center of the play area. Place the ball in the center of the playing space. One player from each fivesome stands near the ball and places one hand on it.

Object

To have the center players score a point for their team by batting the ball so that it crosses the opponent's goal.

To have the center players keep the ball from going toward their goal.

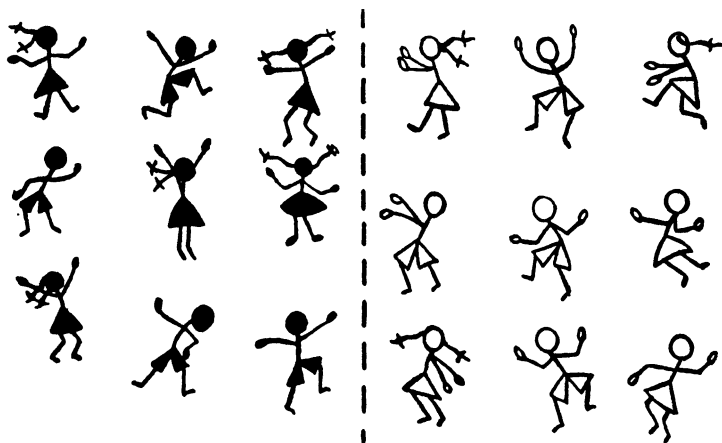
To have the goalies keep the ball from going over their line.

On signal the two center players strike at the ball; each tries to get the ball to one of his players who can advance the ball toward the opponent's goal. After the first center play, the two fivesomes as well as the center players go into action and bat the ball with their hands in an effort to get it over the goal line of the opposing team.

The goalies do their best to keep the ball from crossing by batting the ball away from their goal.

When the ball goes over the opposing goal line, the team getting it over scores one point. The five center players from each team join their goalies and five new players come to the middle. With each score, play starts from the center with one of the players from each team.

If the ball goes out of bounds, the center player on the team that did not touch the ball last throws it in play.



BOUNDARY BALL

Equipment

Volleyball, chalk.

Formation

Draw a rectangular space on the floor or ground, size depending on maturity of the group and the number of children. Mark a line through the center of the rectangle to divide it in half. The end lines are the goal lines. Players form two teams: each stands anywhere within its half of the area. One team has the ball.

Object

To have the team members throw the ball across the opposing team's goal line to score.

To keep the opponents from getting the ball across the team's goal.

To score the most points.

On signal players with the ball begin throwing it among themselves until the ball gets to a boy or girl standing near the center line. This player tries to throw the ball over the opponent's goal line.

Members of the opposing team try to catch or bat the ball to keep it from going over their goal. When they get control of the ball, they try to toss it over their opponents' goal line. If the ball crosses the goal, the team getting it across the line scores a point providing the ball touches the floor at least once before going over the line. It may roll or bounce. Then the non-scoring team gets the ball and puts it into action. If the ball goes over a sideline, the opponents of the team last touching the ball take it. The player throwing the ball in from the sidelines must pass the ball to a team member, before it can be thrown into the opposing side's area.

Players may not run or take more than one step while holding the ball. Any infringement of the rule gives the ball to the opposite side.

Teams continue tossing the ball back and forth in the attempt to chalk up a score by getting it over the opponent's goal line. At the end of the designated time the team with the most points wins.

Suggestion

Flip a coin to determine which team gets the ball first to start the game. The team which calls the toss correctly, gets the ball.

holiday games for fall

Dear Miss Borst,
Thank you for the Halloween
decorations and
games. We had fun.
Love from,
Judy
Second Grade

A thank-you note from a child is not usually expected. When a boy or a girl writes one spontaneously, it means that he has had a specially wonderful time. But the parents and leaders who plan parties for children do not need such formal statements of appreciation. The expression of joy and gratitude on the children's faces during a party is so heart-warming that parties are as much fun for the adults who plan them as for the children who attend them.

Holidays are special party days. To many children, holidays and parties are synonymous. The approach of a holiday usually brings forth the oft-repeated request, "May I have a party?"

Home parties are most fun when the children help plan them. So, too, are parties in school, on playgrounds, in scout troops and other organizations. By sharing responsibilities for the party through serving on the various committees—decorations, program, hospitality—the children learn to offer suggestions, to accept recommendations, and to

make adjustments. These social experiences are a real asset to the child and help him take his place graciously in society.

Who will serve on the committees? Asking for volunteers provides a good, democratic method, and the children enjoy offering to help. When the same boys and girls repeatedly volunteer, the leader selects those who have not previously served on a committee. In this way more children benefit from the experience of party planning and of taking responsibilities.

Although the leader remains in the background during the planning of the party, his guidance is essential. He exercises care that the committee members do not take positions of responsibility which exceed their capacity. A child who has demonstrated little ability in art should not be assigned to head the Decorations Committee where he might have to produce some illustrations for the group and thereby suffer a great deal of embarrassment. However, if a child possesses creative ideas but not the ability to design them, and volunteers to take responsibility for the decorations some one else on the committee can do the work at his suggestion.

The making of the decorations can often be correlated with the arts and crafts program of the school or other organization. Before the committee presents its ideas to the group, the members meet with the leader, and together they work out their ideas for the party. With the committee then in charge, everyone helps complete the decorations. The chairman of the committee obtains supplies from the leader, and he and the other members distribute the materials and give help to those who need it.

PROGRAM

In arranging the program the leader helps the Program Committee select games within the children's range of interest. From his experience he knows what games for the particular holiday appeal to his group.

If boys and girls are going to lead the games, the leader plays the less familiar ones with them several times. Then at the party the committee swings into action to demonstrate them to the group, or the members take turns in conducting the games. Activities which the group understands readily, the committee does not have to demonstrate. In dealing with inexperienced groups the leader may prefer to conduct all the

games. Permitting the committee to assist constitutes a good introduction to leadership. The assistants help in getting the game going by first performing in relays, being it, demonstrating the action, distributing equipment and establishing markings for the games.

A well-rounded program includes a combination of active and quiet games. Starting the party with group activities breaks the ice and gets the children, especially the shy ones, into a party mood. With everyone doing something, the individual does not have time to feel self-conscious. Then a round of fun-invoking relays, followed by group games, keeps the party in a whirl of merriment. Between active games, the players enjoy paper and pencil, guessing, pantomiming, or other creative activities. Closing with some quieting activity helps to tone down the excited tempo of the holiday party-goers.

HOSPITALITY

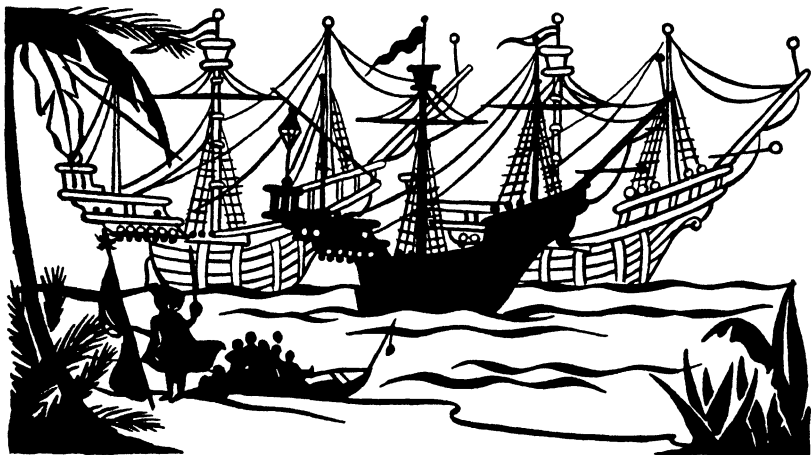
No matter how well-advertised a party may be, children should have the fun and social experience of receiving an invitation. Like the decorations and the program, the invitation uses the theme of the holiday. Members of the Hospitality Committee prepare them but try to keep them a secret so that the invitations will be a surprise to the children who receive them. The leader explains to the latter the social graces of acknowledging the invitation.

THE PARTY

Since children expect to have fun and activity at the party, the committees should complete their plans before the event commences so that the party will move along with the pace of the group. Decorations should be in place and supplies for the games ready to use. Committee members having responsibilities at the party know their tasks and follow through with them. Boys and girls do not like to devote the precious time allotted for the party to getting ready. They want the real item.

The games in this chapter can be used both in rooms with lots of free playing space and in those with immovable furniture or desks. However, since the most difficult place to become party-minded is in a room with unresponsive seats, the author has slanted the games to make them fit these conditions. In circle games the players move around the outside of the desks or chairs. In relays, rows of players become teams and the aisles furnish much of the space for activity. When it is pos-

sible to push desks or furniture against the wall, permitting more accelerated action, teams should stand instead of sit, and the distance between the starting and goal lines should be increased. Space adds wonders to games featuring a runner and a chaser.



columbus day

Mistakes sometimes bring good fortune. When Columbus sought another route to India he made a "mistake" and found a New World instead. Although Columbus was not the first white man to tread on this new soil, his discovery encouraged others to seek and settle in this land of wonder.

In studying the adventures and trials that Columbus faced pursuing his belief that there was a shorter passageway to India, the children discover what a great man it was that set foot on the new shores. Navigating sailing vessels which depended entirely upon wind for travel, Columbus and his one hundred and twenty men journeyed forth. While enroute his sailors pleaded with the navigator to turn back, but he refused. Upon reaching land he knelt in gratitude for safely making the voyage.

While the boys and girls cannot sail the seas with Columbus, the party-goers can share some of his experiences through these games for Discovery Day.

The first game we have called, "Folks Columbus Knew." Without the encouragement and help of certain people, Columbus would not have made the voyage of discovery. Many people contributed in some way to making him the famed discoverer. The following game pays tribute to some of the members of the crew on the first voyage, the Spanish sovereigns who helped finance the expedition, and the members of Columbus's family.

FOLKS COLUMBUS KNEW

Equipment

Slip of paper, 3" x 5", pin, 8½" x 11" paper, and a pencil for each child.

Formation

Players are seated. Write the name of a person Columbus knew on each small piece of paper. On the reverse side write a brief description of the person.

Prepare one slip for every child.

Object

To be the player who obtains the most signatures of folks whom Columbus knew.

Distribute to each player a piece of paper, pencil, pin, and one slip with the name of someone Columbus knew. Have each participant copy his new name on the top of his blank sheet of paper writing his own initials below it. This is the way he signs when the players ask him for his signature during the game. Instruct each player to pin the small slip with the name of the person Columbus knew on himself.

On signal, the players take their paper and pencil and move anywhere in the room. Each asks the other for his signature. Players sign the name of the person appearing on their pinned-on slip and add their own initials.

At the end of the designated time, call a halt to the game. Have the boys and girls return to their seats. Let each count the number of signatures on his list. Request the person having the longest list to come to the front of the room and read his list. As he reads each name have the person wearing the name stand up and read his description of him-

self on the reverse side of his slip. Ask all of the players whose names were not on his list to stand and introduce the characters they represent.

Suggestions

Descriptions of Folks Columbus Knew

Domenico Columbo	— father of Christopher Columbus
Susanna Columbo	— mother of Columbus
Diego Columbo	— brother of Columbus, sailed on second voyage
Bartholomew Columbo	— brother of Christopher, partner in map making
Dona Felipa	— wife of Christopher
Diego Colon	— son of Christopher, page at court, soldier of the body guard to the Spanish Queen, later to the King
Ferdinand Columbus	— son of Christopher, page to the Queen, accompanied his father on the fourth voyage, traveler, scholar, man of letters
Queen Isabella	— Queen of Spain
King Ferdinand	— King of Spain
Martin Alonso Pinzon	— Commander of the <i>Pinta</i>
Francisco Pinzon	— Master of the <i>Pinta</i>
Vicente Pinzon	— Commander of the <i>Nina</i>
Diego Pinzon	— Mariner of the <i>Pinta</i>
Juan Nino	— owner and Master of the <i>Nina</i>
Peralanso Nino	— Pilot of the <i>Santa Maria</i>
Christobal Quintero	— owner of the <i>Pinta</i> and an able seaman
Juan Quintero	— <i>Pinta's</i> boatswain
Garcia Fernandez	— Steward on the <i>Pinta</i>
Juan de la Cosa	— owner and second in command on the <i>Santa Maria</i>
Christobal Garcia Sarmiento	— Pilot of the <i>Pinta</i>
Sancho Ruiz de Gama	— Pilot of the <i>Nina</i>
Bartolome Roldan	— sailed on the <i>Nina</i>
Diego de Harana	— Marshal of the fleet, sailed on the <i>Santa Maria</i>

Pedro de Terreros	— personal steward to Columbus on the <i>Santa Maria</i>
Luis de Torres	— Interpreter
Rodrigo de Escobedo	— sailed on the <i>Santa Maria</i> , secretary of the fleet
Rodrigo Sanchez de Se- govia	— sailed on the <i>Santa Maria</i> ; comptroller to see that the Crown received its share of gold and stone
Pedro Gutierrez	— gentleman volunteer on the <i>Santa Maria</i>
Maestre Juan Sanchez	— surgeon, <i>Santa Maria</i>
Maestre Alonso	— surgeon, <i>Nina</i>
Maestre Diego	— surgeon, <i>Pinta</i>

FISH TO MARKET

Equipment

Chair for each team.

Formation

Children sit in rows (relays). Alternate rows compete at one time. The first player from each competing team stands to the right of his seat.

Place chairs at the front of the room in line with each team.

Object

To be the first team to bring sardines to the morning market.

When Columbus was a lad in Genoa, the boys often sailed out on the land breeze in the evening to net sardines by torchlight. In the morning the boys tried to be the first to sail back to market with their fish. The game symbolizes this event.

On signal the first member of each competing team folds his arms and squats. In this position the players proceed forward to the chairs (they are "going to sea"—sailing to the chairs). When they reach the chairs, they sit and hold imaginary torchlights out to the right, then front, then to the left, to net the sardines. Leaving the chair, they resume the squat position and pretend to hold a sail ahead as they hurry to market (back to the team).

Each player touches the hand of the second fisherman on his team

to send him out to sea and takes his own place in the row as the next person sails. Players continue following the same actions until one team finishes first.

SIX-MILE SWIM

Equipment

Old magazine or notebook and a chair for each team.

Formation

Children (swimmers) sit in rows (relays).

Alternate rows compete at one time. The last swimmer stands to the right of his seat.

Place chairs at the front of the room in line with each competing team.

Object

To be the first team to have Columbus swim the imaginary six-mile course.

When Columbus was about twenty-five years old, the merchant ship on which he sailed from Genoa sank in a sea battle. He grasped a piece of wood, pushed it ahead of him, and rested on it when exhausted, for he had been wounded in the battle. In this manner Columbus swam the six miles to the coast of Portugal. Act it out in this game.

Give the last player (swimmer) in each team an old magazine or notebook to symbolize the wood Columbus used to help keep him afloat. The last swimmer in each row holds the magazine at arm's length and simulates a flutter kick with the feet. On signal the player from each team "swims" in this fashion to and around the chair and sits in it.

During the time the last player from each team swims the course, the other members of the group move back one seat so that the tired swimmer can rest when he reaches the shore of Portugal (the first seat). Gathering his strength he passes the symbolic wood (magazine) to the player behind him. The boys and girls continue passing the wood overhead until it reaches the last swimmer in the row. He again uses it to help him reach the shore of Portugal.

The first team to complete the six-mile distance to shore wins.

Suggestion

To "flutter kick" have the children take tiny steps—no knee bend. They will tend to run to the chair. The effect is lost if they run rather than "shuffle" from the ankles.

OVERTAKING COLUMBUS***Equipment***

Scroll (rolled paper).

Formation

Players are seated in rows. One child, Christopher Columbus, stands on one side of the room. Another, the Queen's messenger, stands on the opposite side of the room.

Object

To have the Queen's messenger, galloping on his horse, overtake Columbus riding on his horse.

In Spain Christopher Columbus tried for over six years to obtain financial help for his voyage. Finally in January, 1492, the sovereigns told him that his enterprise was rejected. Soon after this discouraging verdict, Columbus left Granada to seek financial backing elsewhere. On the day he left, a friend of Columbus at court, Luis de Santangel, persuaded Queen Isabella that she was overlooking an opportunity by refusing to finance Christopher Columbus's expedition. Queen Isabella agreed to reconsider the proposition and sent a messenger to ask Columbus to return. The game follows.

The road which Columbus travels is up and down the rows and around the outside of the group. He cannot ride over the fields (cut through the rows). Give the scroll to the messenger before he mounts his imaginary steed.

On signal Columbus gallops while the Queen's messenger tries to catch up with him. When the Queen's messenger overtakes Columbus, he tags Columbus with the scroll which commands him to return to the court.

Both Columbus and the Queen's messenger choose new characters to take their places. When the messenger fails to catch up to Columbus

after a reasonable time, the two players choose someone else to replace them.

Suggestion

Remind boys and girls that horses cover ground rapidly when they gallop, reaching far out ahead with their forefeet. Encourage the children to keep the gallop light.

RECRUITING THE CREW

Equipment

Slips suggested for the game "Folks Columbus Knew," page 129. Needless to say the royalty and most of the members of Columbus's family did not sail with him; for the game's sake, however, the players wear the slips bearing these names, as well as the names of the crew. A pin for each player.

Formation

Everyone wears a label as suggested for "Folks Columbus Knew." Players sit at their places. It, Commander Pinzon, stands at the front of the room. He has a list of categories to call: family of Christopher Columbus, royalty, crew members of the *Santa Maria*, crew members of the *Nina*, and crew members of the *Pinta*. Place a book on all unoccupied seats including It's.

Object

To have the Commander call the various groups.

To have the groups follow the Commander.

To obtain a place when the Commander calls, "Man the ships!"

Some say Commander Pinzon of the *Pinta* beat his drum as he walked through the streets to recruit the crews for the Columbus expedition. Whether or not this is true, the boys and girls will enjoy recruiting a crew.

Beating his imaginary drum, Commander Pinzon walks around the room. As he calls a group such as "Members of the crew of the *Pinta*!" anyone wearing a label containing the name of a person associated with the *Pinta* stands and follows the recruiting commander. The Commander then calls another group. He calls as many groups as he chooses before he says, "Man the ships!"

Then everyone hurries to an empty seat. Unoccupied seats with books on them are not "empty" seats. The player with no seat takes Commander Pinzon's place and continues the recruiting.

SAILING WITH COLUMBUS

Equipment

Map of the West Indies including the northern coast of Central and South America or a large outline map on the blackboard with the names of the coasts and islands Columbus discovered or first explored, blackboard and chalk.

Formation

Players sit in rows. They number off so that each boy and girl has a partner.

Form three teams with an equal number of couples.

Name the teams *Santa Maria*, *Nina*, and *Pinta*.

Extra players stand at the blackboard and keep score.

On the blackboard list the modern names of the islands and coasts discovered or first explored by Columbus.

Object

To be on the ship (team) locating the largest number of places on the map.

Some of the coasts and islands discovered or first explored by Christopher Columbus include Cuba, Watling Island (San Salvador), Rum Cay, Long Island, Crooked Island, Jamaica, Haiti, Dominican Republic, Puerto Rico, Frederiksted, St. Croix, Virgin Islands, Sombrero, St. John's, Antigua, Guadeloupe, Dominica, Martinique, St. Lucia, Venezuela, Panama, Costa Rica, Nicaragua, Honduras.

To play the game one couple from each team goes in turn to the map and tries to locate the first place on the list of islands and coasts. If the couple succeeds within a prearranged time limit the score-keeper crosses the name off the list and scores one point for the ship which the couple represents.

Continue with one couple from each team taking turns in finding the next place on the map until all teams have had the same number of chances. The winning ship is the team with the highest score.

Suggestions

Adjust the time permitted to locate the islands and coast to the maturity of the players. If a team is short a turn because of too few players, allow one couple to have an extra turn. Give the score-keepers a chance to play by permitting them to change places with a couple who completes its turn.

CHANGING WATCH***Equipment***

Chalk, lanyard, whistle worn on a cord.

Formation

Draw three large circles on the floor with approximately equal distances between them. Label each circle with one of the times of day they changed watch on Columbus's expedition: 3, 7 and 11.

Boys and girls stand in a circle. The boatswain who wears the lanyard around his neck stands in the center of the circle.

Object

To avoid being caught in one of the circles when the boatswain blows the whistle.

Each half hour during the ocean voyage the sand glass was turned and the youngest sailor recited a request for divine protection on the unknown seas. Sometimes the crew members recited a more secular ditty as the half-hour glass was turned at three, seven, and eleven o'clock, indicating a change of watch. When off duty at night the sailor found a place to brace himself against the rolling of the ship and went to sleep. When off duty during the day he curled up on the deck somewhere out of the sun to sleep.

To start the game the boatswain chants, "On deck, on deck for your watch. Shake a leg!" With this order the players march around the room passing through the circles. When the boatswain blows his whistle everyone stops marching.

All the sailors with both feet in the circles are those who have completed their watch. They return to their places to curl up and sleep. Again the boatswain chants, "On deck, on deck for your watch.

Shake a leg!" and the sailors continue marching. Each time he blows the whistle sailors in the circles go to their places. The last sailor to finish his watch and go to sleep wins; he becomes the boatswain the next time the game is played.

DAWN DUTIES

Equipment

Chair for each team.

Formation

Sailors sit in rows (relays). Alternate rows compete at one time. The first sailor from each team stands to the right of his seat. Place the chair, which serves as the goal, a safe distance from the front wall of the room, and in line with each competing team.

Object

To be the first team to finish pantomiming the drawing of salt water from the ocean and scrubbing the deck of the ship.

On signal the first sailor from each team hustles to the chair and heaves up an imaginary bucket of ocean water to the chair. He splashes the water on the deck (floor) and pretends to scrub the deck with a broom as he returns to his team.

After handing the imaginary broom to the second player on his team he takes his own seat. The second sailor now hustles to the chair, draws the ocean water, throws the water on the deck and scrubs with the broom while returning to his team.

The first team to have all of its players perform the steps in scrubbing the deck wins.

BIRDS OVERHEAD!

Equipment

Cardboard bird for each team.

Formation

Children sit in three rows representing the crews of the *Nina*, *Pinta* and *Santa Maria*. First member of each team has a bird.

Object

To be the first team (ship) to have the birds fly overhead.

On October 7, 1492, after a second false sighting of land a large flock of birds flew overhead to the southwest. Columbus ordered the course changed to W SW (west southwest) to follow the birds. During the day they watched the birds overhead and at night Columbus and his men listened for them. Sometimes they saw the silhouette of the birds against the moon. The North American birds were flying to the West Indies by way of Bermuda as part of the fall migration.

Changing the course to follow these birds made Columbus's landing on October 12, 1492, possible.

While the boys and girls playing the game of Birds Overhead! will not alter history, they are bound to have fun.

On signal, "W SW" (west southwest) the first sailor in each row passes the bird overhead to the next member. Passing continues until the last sailor in the row receives the bird and puts it on top of his head. He walks to the front of the row carrying the bird on his head. If the bird falls off he must stop, replace it on top of his head and continue.

All sailors move back one place each time the last crew member heads for the front seat with the bird on top of his head. Occupying the front seat, he immediately begins passing the bird overhead. Play continues in this way until the first sailor is back in his original place. First team to finish stands and says, "Hurrray for the birds of North America."

DISCOVERING FOOD**Equipment**

Samples of the following foods found in the new lands by Columbus: pepper, cinnamon, sweet potatoes or yams, beans, corn and pumpkin.

Six pieces of large paper on which to place each sample of food. Paper to cover the samples; table or desk.

Paper and pencil for each player.

Formation

Number the papers 1, 2, 3, 4, 5, 6.

Place each sample on a separate piece of paper on a table or desk at the front of the room.

Cover the samples with paper until the boys and girls play the game.

Players are seated.

Object

To look at or to smell some of the foods found by Columbus on his expedition.

To write down the names of the food one recognizes and recalls after everyone views the samples.

Columbus and his crew described foods they found in the new land, comparing them to similar articles they had seen in Europe or previous travels. They used their sense of smell to identify what they found. Likewise, in this game, the boys and girls use their knowledge of the foods displayed on the table, to identify them.

Have small groups of players pass in front of the table displaying some of the food found in lands which Columbus discovered. The boys and girls smell or look at the food samples, but they may not touch them. After everyone has had a turn and is back in his place, give paper and pencil to each child. Have every player write down numbers from one to six on the left side of his sheet of paper. Then allow time for them to put down next to the numbers on the paper the names of the articles they observed. Call time and list or announce the correct answers. The player with the largest number of answers wins.

SIGNS OF LAND

Equipment

Slips bearing the names of the following signs of land which Columbus found October 11, 1492, or use objects representing them: Green branch with flower resembling the dog roses of Castile, cane, piece of board, stick which looks as if it had been carved by an Indian with a stone chisel, land plant (plant in room).

Paper and pencil for each child.

Formation

Put five objects or five slips of paper (each slip bearing the name of an item) where the children can find them without having to move other items.

Divide the class into three teams representing the three ships in Columbus's fleet: *Santa Maria*, *Pinta*, and *Nina*.

Object

To be a member of the team finding most of the correct signs of land in the designated time.

Distribute paper and pencil to everyone. Tell the players there are visible to them in the room five objects or cards bearing the names of the objects which floated near the ships October 11, 1492, and that they are to hunt for them.

Give the signal for the players to hunt for the items. As each player finds an object he thinks floated by the explorer's ships, he writes the item on his slip of paper.

At the end of a designated time period have the teams reassemble and decide on the five objects most likely seen floating by Columbus's fleet. One player from each team reads his group's findings. Team or teams with all or most of the correct answers wins.

COLUMBUS ON STAGE**Equipment**

Slip of paper for each group on which is written an incident from Columbus's life.

Formation

Give each team a slip of paper.

Players are in four groups; each sits in a different section of the room.

Object

To have each group dramatize an episode from the life of Columbus.

To be the first team to guess correctly the group's presentation.

The following incidents from Columbus's life provide possibilities for dramatization: weaving in his father's shop; chart-making with

his brother, Bartholomew Columbo; fishing trips from Genoa; sailing with the Portuguese to Africa; telling time by using the half-hour sand glass; sighting land; being hailed as Admiral and Viceroy representing their highnesses as he landed on San Salvador October 12, 1492; being presented at the Spanish Court on his return from the discovery.

Each group quietly discusses the actions appropriate for a dramatization of the incident. At the end of a designated time, each group, in turn, makes its presentation at the front of the room while the other groups try to guess the incident being portrayed. The team that first guesses the correct title of the group's dramatization gets five points. At the end of the presentations, the team with the most points has the honor of knowing most about the life of Columbus.

Suggestion

Warn the groups to discuss their method of presentation quietly, so that other groups do not get an inkling of what they are going to depict.



halloween

Halloween which superstition has enveloped with eerie happenings is a survival of a number of old celebrations. Originally an autumn festival, Halloween usually culminated the harvest season.

Starting their Samhain Eve festivities at midnight, October 31, the Druids celebrated the successful harvesting of their crops at each summer's end. On this day, also, they believed that the souls of the dead would be reincarnated either into the bodies of animals or human beings depending upon the lives they had led.

In Scotland the children carved lanterns from turnips. Placing a candle in them they carried the lantern to offer protection from the evil spirits who roamed on that night of nights. In Italy, France and other countries the people set aside a day during this season to pray for the dead.

Combining the Druids' belief of spirits roaming the countryside on Samhain Eve with the merrymaking of autumn festivities, it can be readily understood why Halloween has come to have a combined air of superstition, mystery and fun.

Halloween also carries the religious significance of Hallow Even, the night preceding All Saints' Day and followed the day after with All Souls' Day, both of which show Christianity's influence upon the celebration of the autumn festivals.

HALLOWEEN MONIKERS

Equipment

For each child a piece of 4" x 6" orange paper, pencil and pin.

Formation

Players are seated.

Object

To create a pumpkin from the orange paper using only the fingers.

To originate a Halloween surname.

To wear the moniker for an ice-breaker at the party.

Instruct all to make a pumpkin, using their fingers to tear the shape from the orange sheet. Then, to obtain the favor of the Halloween spirits, have each player give himself a last name—*Mary Spook*, *Peter Ghost*, *Betty Witch*—and write the name on his self-styled pumpkin. Then have each boy and girl use the pin to fasten the pumpkin and moniker to his shirt or to her dress. All are now ready for a Halloween party.

BLACK CAT HUNT

Equipment

Thirty-six black paper cats.

Formation

Players are in four teams. Before the party, hide the paper cats in the room so that the boys and girls do not have to move objects or open drawers to find them.

Object

To be the first team to find nine cats.

Tell the children that thirty-six black cats are hidden around the room and that when the signal is given, each team will try to restore the cat's nine lives by finding nine cat cutouts. Any team that moves objects or opens drawers while hunting for the cats loses all of its cats and must start again. On signal, the hunt begins.

The team that is first to find nine cats, lines up together, and "Meows." Check their findings before declaring the winner to determine whether or not the team has something to meow about.

SPOOKY SEATS

Equipment

Spook cutouts.

Formation

Players are seated. The one who is It stands in front of the group. Place a paper spook on all unoccupied desks including It's.

Object

To pantomime the action suggested by the assigned Halloween word.

To find a new seat when It calls, "Spooky Seats."

It assigns to each player a word associated with Halloween (witch, cat, owl, ghost, fortune, costume, pumpkin, mask, broom, or others). If the group is large, It assigns the same word to several players. Players have a few minutes in which to think of some action suggested by the word.

It calls one of the assigned words. The player having the word, stands and performs the action the word suggests to him. He then sits down and It calls another word. If several players have the same word, all rise and pantomime the action.

At any time between the pantomiming It may say, "Spooky Seats." Every player, including It, must find a new seat, not an unoccupied one on which a paper spook rests. The person who remains standing becomes It and calls the next Halloween words. The former It takes the word assigned to the player that replaced him.

FINISHING THE PUMPKINS

Equipment

Carved pumpkin, beet, pieces of potato, carrot tops, dish of kernel corn, pins, and table space for each team.

Formation

Players sit in rows (relays). Rows 1-3-5 compete first, and then rows 2-4-6. Place a carved pumpkin, beet, pieces of potato, carrot tops, a dish of kernel corn and pins on a table ahead of each team.

Object

To be the first team having its members add the nose, ears, hair and teeth to its pumpkin.

On signal the first player from each team proceeds quickly to the table and fastens on the pumpkin a beet nose. When he finishes he returns to the end of his team. Everyone moves up one place, and the second player advances to the table and pins a potato-slice ear to the pumpkin. Players continue adding features to the pumpkin until everyone on the team has participated, and the first player is now back in his seat. The winning team has the honor of putting its pumpkin in the best location for the party. Losing teams complete their pumpkins and place them around the room in the order they were finished.

Suggestions

Have the children add the beet nose, potato ears, and carrot hair first. The number of corn teeth depends upon the size of the

teams. If it is difficult to obtain any of the items, substitute other materials.

RIDING THE WITCH'S BROOM

Equipment

Two old brooms, two wastebaskets, piece of chalk.

Formation

Players sit in rows (relays) except the first two competing teams that stand on each side of the room behind the starting line. Draw the starting line across the aisle and parallel with the last desk. Place the wastebasket a short distance from the front wall and in line with the teams. Give the first members of the first two teams a broom.

Object

To be the first team to complete the race.

Since it is said that on Halloween night the witches rode through the air on their brooms, the frightened people of ancient times kept huge bonfires burning to protect themselves from the wicked spirits.

The first player straddles the broom between his legs. He hustles to the front of the room, circles the wastebasket and returns to the starting line while riding the broom witch-style. He hands the broom to the next player who proceeds astride the broom, and he goes to the end of his team. The first team to complete the relay wins for his group. Repeat the race with two other rows competing. If there are six rows (teams), a third race is necessary. With six teams there will be three winners.

Suggestions

Have two children record the time each team takes to complete riding the witch's broom. The team running the race in the shortest time, wins.

With six rows, run the game as previously described. Then race

the three winners. A third wastebasket will be necessary. The winner of this final race is the group winner.

CLEAN SWEEP

Equipment

Three brooms, black paper cats, chalk.

Formation

Players sit in rows (relays). Rows 1-3-5 compete first, and then rows 2-4-6.

Draw the starting line across the aisle of each competing team and parallel with the front desk.

Mark the goal line a short distance from the front wall.

Each player has a paper cat, and the first player on teams 1-3-5 has a broom.

Object

To be the first team to finish sweeping the black cats to the goal and back to the starting line, and to return to its original position.

The first players from rows 1-3-5 stand and place their cats on the floor behind the starting line. On the signal, "Ready? Go!" each player attempts to sweep the black cat to the goal line and then back to the starting line. As soon as he crosses the starting line, he picks up his cat, hands the broom to the second player, and returns to his own place. Play continues until one team finishes the sweep. Then teams 2-4-6 compete to determine their winner.

Suggestion

Have the winning team from each competing group run the race again to determine the best sweepers in the class.

JACK-O-LANTERN ON THE RUN

Equipment

Three papier-mâché pumpkins, three chairs.

Formation

Players sit in rows (relays). Rows 1-3-5 compete, and then rows

2-4-6. Place a chair at the front of the room in line with each competing team. First player in rows 1-3-5 has a pumpkin (lantern) on his desk.

Object

To be the first team to have its members carry the Jack-O-Lantern to the goal, circle the chair, and return to their places.

Keeping the lantern on the move symbolizes the fate of Jack described in an Irish legend. It seems that upon his death Jack was not permitted to enter heaven because he had been very miserly on earth. And since he had enjoyed playing numerous jokes on the devil, he was neither admitted to hell. With an unwelcome sign on both portals Jack was destined to roam the earth carrying a lantern until Judgment Day. Now for the game.

On signal the first player in each team stands up with his lantern and hurries forward to the chair. As he circles the chair he holds the lantern high as if lighting his way. The team moves up one place, bringing the second player to the front seat as the lantern bearer hustles back after having circled the chair. Giving the lantern to the second boy or girl, he goes to the last seat in his row. The first team to have its members return to their original places wins. Start the game again with rows 2-4-6 and determine the winner for these competing teams.

ART IN THE DARK ✓

Equipment

Sheet of paper, 8½" x 11", a black and orange crayon for everyone.

Formation

Players are in their seats or in a circle on the floor. Distribute the paper and crayons. Turn off the lights and draw the shades to make the room as dark as possible if the game is played during daylight.

Object

To attempt drawing in the darkened room an illustration appropriate for Halloween.

In four minutes everyone including the leader draws or at least tries to draw some illustration that is suitable for Halloween: cat, a

witch riding her broom, Jack-O-Lantern, ghost, bat, or anything else that the creative artist deems appropriate. At the end of the allotted time the leader lights up the room.

Then he starts telling a spooky story. When he reaches a point in the story that he can illustrate with his drawings, he holds it up in view of the group and concludes his part of the imaginative narrative. Then he calls on someone to continue. The new story teller adds to the tale until he reaches a point where he can use his illustration. (Usually the drawings hardly resemble the object and remotely illustrate the point in the story, but this increases the merriment.) Continue until all have had a part in the story telling.

Variation

For younger children, have them draw with the shades up, or with the lights on. Prepare a story in advance that refers to Jack-O-Lantern, the witch riding her broom, black cat, harvest moon, and other Halloween symbols. After the children complete their drawings, read the story, and pause when reaching a part that suggests an illustration. Call upon one of the children who thinks his drawing fits this point in the story and have him hold it up for everyone to see.

INQUISITIVE SPOOKS

Formation

Players are seated. Designate three players to be the Inquisitive Spooks who stand at the front of the room.

Object

To give the name of either the left- or right-hand neighbor before the spook counts to ten.

The boys and girls remaining at their places learn the first and last names of the children sitting to their right and to their left. The players in the outer rows are without a right- or left-hand neighbor. Instruct those missing a right-hand neighbor to adopt one from the land of strange goings on and call her Winnie Witch. Those missing a left-hand neighbor call him Georgie Ghost. Any player next to an empty seat names his imaginary neighbor, Gary Goblin.

As the Inquisitive Spooks walk up and down the aisles, one of them stops suddenly at someone's desk and inquires, "Who is at your right (or left)?" Before the Spook counts to ten, the player questioned must give the first and last name of the neighbor to his right (or left). If he answers correctly, the Spook moves on to try to catch someone else. If the player fails to name his neighbor, he changes places with the Spook. Whenever a Spook gets a place, he immediately checks on the first and last names of his neighbors. Other Spooks cannot approach him until he has a chance to learn their names.

CAT'S MEOW

Equipment

Chair (cat's fence) for each team, a piece of chalk.

Formation

Players sit in rows (relays). Draw a starting line on the floor for each competing team. Place a chair at the front of the room in line with every row that competes. With alternate rows competing at a time the first player from each team stands to the right of his row behind the starting line.

Object

To be the first team to finish tiptoeing to the fence, sitting on it, meowing, and tiptoeing back to its original place.

On this holiday of weird happenings everyone had better watch his step and play the game just right, because according to legend the cat was once a human being and, because of his bad deeds he was turned into a four-legged creature.

As the cat meows, in this game perhaps he says, "I am sorry," and tries to amend his ways.

Give the signal for the first player in each competing row to tiptoe quietly to the chair (cat's fence). When the player approaches the fence, he sits on it and meows three times. While he sits and meows the players on his team move up one place, so that the next person is ready to go. The cat tiptoes back to the starting line. Crossing the line he walks quickly to the last seat in his row. As soon as he sits down the

second boy or girl proceeds to the fence. The game continues until one team is first to have its cats back in their original places.

PUSHING THE PUMPKINS HOME

Equipment

Ball (pumpkin), broom, Indian club or block of wood for each competing team.

Formation

Players are in rows (relays). Two teams compete at one time: Rows 1 and 3, 2 and 4, and so on until each row has had a turn. Draw a starting line for each competing team in the middle of the room. The competing teams stand in relays in the outer aisles behind the starting line. Place the Indian club or block a safe distance from the front wall of the room in line with each team. The first player on each team has a ball and a broom.

Object

To be the first team having its members finish sweeping the ball to the goal, around it, to the starting line and return to their original places.

The first player on each team places the pumpkin on the floor behind the starting line. On signal, the boy or girl takes the broom in both hands and sweeps the ball up the aisle, around the Indian club or block, and back to the starting line.

When the child succeeds in pushing the pumpkin home, he gives the broom and pumpkin to the next player on his team who immediately starts guiding the pumpkin. The finished player goes to the end of his team. The team first to have all of its players compete successfully wins.

If the ball gets out of control and rolls under a desk, the player must recover it and start from the place the ball left the aisle. In the event the club or block is knocked over, the player must stop, set the club up again, and circle it before he continues on his course.

Suggestion

The player who keeps the ball close to the broom has better control than the one who whams the ball with the broom and sends it for a cross-country run.

-PUMPKIN CARRY

Equipment

Two balls (pumpkins), volleyball or basketball size.

Formation

Players sit in rows (relays). The first two teams to compete stand in the outer aisles, one team in each aisle behind the starting line. Draw a starting line and mark the goal a safe distance from the front wall. The first player of each team has a ball.

Object

To be the first team members to complete carrying the pumpkin and return to their original places.

Each player with a pumpkin places it on either shoulder and holds it with both hands, so he cannot drop the prize of the Halloween harvest. On signal, the players walk quickly to the goal and back to the starting line.

As soon as the first player returns to the line, he gives the pumpkin to the next player and he goes to the end of his team. First team to have its pumpkin carried by each member wins.

If the carrier drops the pumpkin, he must recover it and proceed in the direction that he was going.

TOMBSTONE DODGE

Equipment

Five blocks of wood (tombstones) for each competing team.

Formation

Players sit in rows (relays) except the first two teams to compete. One stands at the back of the room lined up to use the right outer aisle; the other team uses the left outer aisle. Draw a starting line for each team across the aisle at the last desk. Mark the goal a short distance from the front wall of the room. Along the route to the goal ahead of each competing team at equal distances place the five blocks of wood.

Object

To be the first team to have its members complete zigzagging around the tombstones.

The first player from each team advances to the goal in zigzag fashion—going to the right of the first block, to the left of the second, etc.—and zigzags back to the starting line. Crossing the line he touches the extended hand of the second player who starts off while he goes to the end of his team. The first team to have all of its members find their way through the graveyard wins.

Before giving the signal, caution the leading mortals from each team to neither step on the tombstones nor knock them over, but to zigzag around them as they hurry to the goal and return to the starting line. If a player steps on a stone or knocks it over while going to the goal, he must stand it up, return to the starting line, and commence zigzagging again around the stones. Upon knocking over the stone while returning to the starting line, the player stands it up, returns to the goal, and attempts again to zigzag back to his team.

HALLOWEEN SUPERSTITIONS

Equipment

Paper, pencil for all.

Formation

Players are seated.

Object

To write within a designated time the longest list of superstitions.

On signal the players begin to write as many superstitions as they can recall. (Superstitions may include omens of good luck, as well as bad.) After a designated period call time and have the players read their lists of superstitions. The player with the longest correct list wins.

Suggestion

The following superstitions are some which the children may include in their lists: Good Luck—finding a four-leaf clover, seeing a black cat crossing the street; Bad Luck—walking under a ladder, open-

ing an umbrella indoors, spilling salt at the table and having it fall to the right or left of the individual, breaking a mirror, destroying a colony of ants, putting a button into the wrong hole when dressing, sitting at a table with thirteen persons.

WITCH'S MAGIC CIRCLES

Equipment

Chalk, march music and piano or recorder (optional), witch's hat for all.

Formation

Couples stand in line. Before the party gets under way draw large circles at various places along the route of the marchers, or fasten paper circles to the floor with Scotch tape.

Object

To try not to be caught in a witch's magic circle when the music stops.

The players march in couples to music around the room. At various times the playing stops; whenever this occurs the couples stand still. Those couples occupying a circle or any part of it become wards of the witch, and each player dons a witch's hat. If one member of the pair stands in any part of the circle when the music stops, both players are destined to witchdom. However, the players keep marching with the group. Marching and halting continues until one couple remains without a witch's hat. This couple is the winner.

Suggestions

If no music is available, use a whistle or handclap for the stop signal.

Re-mark the circles when shuffling feet erase the outlines.

GHOST LIGHT

Equipment

Flashlight.

Formation

Players sit in a circle on the floor. Turn off the lights and draw the shades.

Object

To continue the ghost story when the leader flashes the light upon a player.

The leader begins telling a ghost story. At any exciting place, he stops and shines the flashlight at one of the players. The player in the limelight continues the story as long as the light is on him. At a thrilling moment in the story, or if the story teller is not doing too well, the leader flashes the light on another person. To conclude the story the leader turns off the light and adds the finishing touch to the tale.

Suggestion

Flash the light frequently to prevent a player from rambling and to avoid embarrassment to shy boys and girls.

HALLOWEEN SCRAMBLE**Equipment**

Paper and pencil for all, blackboard and chalk (optional).

Formation

Players are seated.

Copy the following jumbled words on a section of the blackboard or give a list of them to each player.

- | | |
|------------|---------------|
| 1. Kmupinp | 6. Tac |
| 2. Hticw | 7. Varhest |
| 3. Shgto | 8. Ymstyre |
| 4. Low | 9. Kspooos |
| 5. Boglin | 10. Llahneewo |

Object

To rearrange the jumbled words.

Inform the players that they will be allowed five minutes in which to rearrange the jumbled letters, so that they spell words per-

taining to Halloween. At the end of the time period, the person with the perfect or closest to perfect list wins.

Suggestion

Unscrambled, the words spell.

- | | |
|------------|---------------|
| 1. Pumpkin | 6. Cat |
| 2. Witch | 7. Harvest |
| 3. Ghost | 8. Mystery |
| 4. Owl | 9. Spooks |
| 5. Goblin | 10. Halloween |

—NOSY WITCH***Formation***

Players are seated. It, the Nosy Witch, leaves the room.

Object

To have It guess the Halloween word which the group selects.
To have the players refrain from giving It a clue to the word.

While It, the Nosy Witch, is out of the room, the players select a Halloween word which It is to guess by asking any of the players the questions:

“Why do you want it?”

“When do you want it?”

“Where do you want it?”

“How do you want it?”

Recall the Nosy Witch. He starts his round of questioning, and continues questioning one player after another until someone gives him a clue which helps him to guess the chosen word. The player giving the clue becomes the Witch and leaves the room while the group chooses another word.

DOWN THE GHOST WALK***Equipment***

Fifteen articles or pictures pertaining to Halloween, cloth or paper to cover the articles, paper and pencil for each player.

Formation

Place fifteen articles or pictures pertaining to Halloween (pumpkin, witch, ghost, black cat, apple, corn stalk, etc.) on a table at the front of the room. Shield the items from the audience. Players are seated.

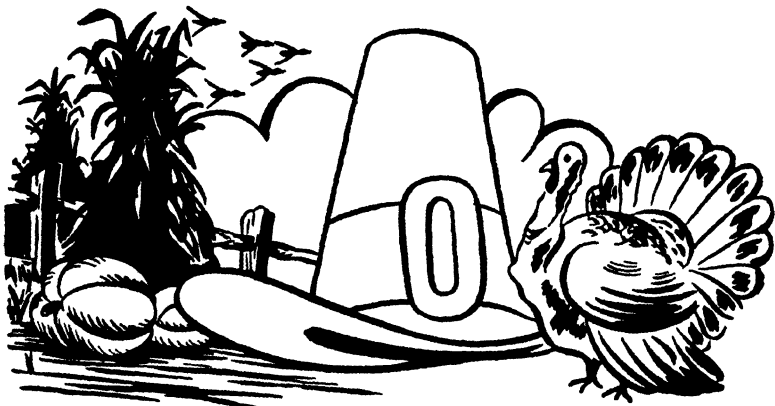
Object

To observe and to write the names of as many articles as one can recall viewing.

Call a few players at a time to come and view the articles or pictures displayed on the table. Players walk by them slowly and return to their seats. They may not talk about the items.

After everyone has sauntered down the Ghost Walk, distribute the paper and pencils. Within a designated time the players write the names of as many articles as they can remember. At the end of the allotted time have the players exchange papers. Check the lists by allowing volunteers to read their list while the others tally their articles. To complete the check call off any articles which the players fail to name.

The player with the longest correct list wins.

***thanksgiving***

Setting aside a time to show gratitude for a bountiful harvest did not originate with the Pilgrims, for the Israelites, Greeks, Romans,

Druids, and many other peoples of the Old World celebrated harvest festivals. In America, long before the arrival of the Pilgrims, many of the Indian tribes offered Thanksgiving to their Great Spirit.

From that memorable Thanksgiving Day in 1621, when the Pilgrims invited Chief Massasoit and his Indian braves to feast with them and show gratitude to God for their bountiful harvest, Americans pause each year on this holiday to reflect upon the numerous benefits for which they are grateful. With the many blessings conferred upon America, every day can claim to be Thanksgiving Day.

It was not strange that the Pilgrims sent a runner to Chief Massasoit to extend their invitation to the Indians to come to their momentous celebration, for the Indians had been very kind to the Pilgrims. With their assistance the Pilgrims learned to plant their corn "as soon as the oak leaves are big as a mouse's ear," to fertilize their fields with fish, and to follow other cultural practices which the Indians found productive. The Indians were willing to share their knowledge of securing food from this land, so the Pilgrims appreciated their help and friendship.

With the first Thanksgiving Day in 1621, the holiday did not become a national celebration until 1862 when President Abraham Lincoln proclaimed the last Thursday in November as Thanksgiving Day. For years prior to the president's proclamation, Mrs. Sara Hale, editor of *Godey's Lady's Book*, had exerted her influence in getting the day recognized nationally. In 1941, during President Franklin Roosevelt's administration, Congress designated that the fourth Thursday in November should be set aside for Thanksgiving Day.

INDIANS AND PILGRIMS

Formation

Players are seated. One half are Indians; the other half Pilgrims.

Object

To add the assigned sound effects to the story.

The leader reads this dramatic tale to the group. Whenever the Pilgrims in the story are mentioned the players assigned the role stand and say, "Paleface grow paler." The players portraying the Indians stand and say, "Wow! Wow! Wow!" when their name is stated in the

story. Both groups hum and shuffle their feet when that action is needed.

The Story

In 1620 the Pilgrims ("Paleface grow paler") landed at Plymouth. Coming upon shore and giving thanks they decided to investigate their surroundings. While searching through the woods, the Pilgrims ("Paleface grow paler") were surprised to see a group of Indians ("Wow! Wow! Wow!") coming toward them. At first the Pilgrims ("Paleface grow paler") were frightened, but the Indians ("Wow! Wow! Wow!") expressed a sign of welcome. (All hum "The More We Get Together.")

As time marched on (all players shuffle their feet) the Indians ("Wow! Wow! Wow!") taught the Pilgrims ("Paleface grow paler") to plant corn and other staple foods. In 1621 Governor Bradford said, "We have fasted together; now let us feast together; and he proclaimed the first Thanksgiving Day. At sunrise a volley of shots were fired (all say, "Bang! Boom! Bang!") to usher in the day. From the forest came Chief Massasoit and his ten heap Indians (all say, "Wow! Wow! Wow!" after each time a number of Indians is mentioned), twenty heap Indians ("Wow! Wow! Wow!"), thirty heap Indians, ("Wow! Wow! Wow!"), forty heap Indians ("Wow! Wow! Wow!"), fifty heap Indians ("Wow! Wow! Wow!"), sixty heap Indians ("Wow! Wow! Wow!"), seventy-heap Indians ("Wow! Wow! Wow!"), eighty heap Indians ("Wow! Wow! Wow!"), ninety very heap Indians ("Wow! Wow! Wow!").

For three days the Pilgrims ("Paleface grow paler") and the Indians ("Wow! Wow! Wow!") feasted. At the end of that time the Indians ("Wow! Wow! Wow!") bade farewell to the Pilgrims ("Paleface grow paler") and disappeared into the thick woodlands.

Suggestion

Have each group repeat its part several times before reading the story, so that everyone knows his respective response.

THANKSGIVING TIME

Equipment

Watch or clock, chalk, blackboard or paper and pencils.

Formation

Two teams. Team 1 sits on one side of the room while Team 2 occupies the other side.

Object

To have a team gain the highest score by having its members name the most words beginning with a specified letter found in the words: Thanksgiving Time.

The leader states one of the letters in the words Thanksgiving Time, and immediately calls the name of one of the members of Team 1. In one minute the player names as many words as he can beginning with the specified letter. The leader records the words. At the end of one minute, the leader calls time and counts the number of words the player has named. For each correct word, the player scores two points for his team.

The leader then selects another letter in Thanksgiving Time and calls on a player from Team 2. The leader should proceed by alternately calling on the players from the two teams until everyone has had a turn. The team with the top score wins.

Suggestions

If the teams are uneven, let the extra child either call the letters and names of the children, check time or keep the score. With even-numbered teams delegate some of these roles to children to encourage them to take on responsibility.

INDIAN RICHES

Equipment

Needle, thread, uncooked macaroni in bead-like pieces for everyone.

Formation

Players are seated. Each has a needle, strong thread with large knot at the end and a small handful of uncooked macaroni.

Object

To string the most wampum (uncooked macaroni) in a specified time.

On the signal the children start stringing the wampum (macaroni) and continue doing so until the end of a designated time. The boy or girl who has the longest string of wampum gains the honor of being the wealthiest Indian to attend the Thanksgiving festivities. All display their varying amounts of riches by wearing the string of wampum.

HOLIDAY PANTOMIME

Equipment

Slips of paper, 3" x 5".

Formation

Players form five groups; each group gathers in one section of the room.

Write on individual slips of paper a Thanksgiving activity to be pantomimed. Have enough slips so that each group may pantomime a different activity and have several chances performing.

Object

To be the first team to have one of its members guess the Thanksgiving activity being pantomimed in its respective group.

One by one a player from each group comes to the leader to see on a slip of paper the Thanksgiving activity which he is to pantomime for his group. The leader retains the slips, marking each one with the number of the group the individual represents. Players return to their groups, but may not reveal the activity they have to pantomime. After one player from each team has been assigned a pantomime, the leader gives the signal for the acting to begin.

Each group tries to guess what its actor is pantomiming. The first person in any group who thinks he knows, goes to the leader and whispers his answer. If his guess is correct and his team is first to report an answer, he scores five points for his team. Pantomiming continues in the other groups. The second team to report a correct guess scores four points; the third, three; fourth, two; and fifth, one point for trying.

If the player reveals his answer to the leader and it is incorrect, he may go back to the group and ask the pantomimer to continue his

action so that the members may guess again. Only one member at a time heads for the leader's desk with his answer.

Suggestions

Some scenes that are easy to pantomime include Planting Corn, Giving Thanks, Gathering the Harvest, Doing an Indian Dance, Hunting the Turkey, Smoking the Indian Peace Pipe, Landing of the Pilgrims, Feasting of Pilgrims and Indians, Sailing on the Mayflower, Clearing the Land.

Have enough activities so that two teams are not doing the same pantomime. While the pantomimer holds the attention of his group, the children's curiosity will help them to know what the others are doing.

With younger children who cannot read the assignment, whisper it instead.

FARMERS AND THE GOBBLERS

Equipment

Whistle

Formation

Players stand in a single circle. One couple, the farmers, stands at the front of the room; another couple stands at the back. Each couple faces one another, joins hands, and raises its arms to form an arch under which the remaining players, the gobblers, pass.

Object

To have the farmers catch the gobblers.

To have the gobblers avoid being caught.

When Governor Bradford proclaimed the First Thanksgiving in 1621, he sent his men fowling to obtain wild turkeys for the feast. Since that time turkeys have become a significant part of the Thanksgiving celebration. They are raised on huge farms, fattened, and brought to market shortly before the holiday.

On signal the gobblers walk quickly, not run or push, counterclockwise around the circle and pass under the farmers' raised arms. Whenever the whistle blows the gobblers all stand still and the farmers

lower their arms. Any gobbler who is caught between the farmers' arms leaves the circle and stands in the center of the group. Whenever two gobblers are caught, they form another arch over the circle and help the first farmers catch more birds. The game continues until only one gobbler remains; he is saved for next year's Thanksgiving dinner.

GOBBLE! GOBBLE! GOBBLE!

Formation

Players are seated.

Object

To substitute "Gobble! Gobble! Gobble!" for the number five, or any multiple of five.

The first person starts to play the game by counting one. The next player counts two, and each succeeding person states a number until five is reached. Instead of five the player must substitute "Gobble! Gobble! Gobble!" Five, or any multiple of five, is a "Gobble! Gobble! Gobble!" number: 5, 10, 15, 20, 25, etc. Anyone who fails to gobble at the right number sits with another player who is in the game. Both players work together in giving the correct response when their turn comes. When both players fail to gobble at the correct count, they nod their heads each time their turn comes up, and the next player in the game continues the count.

Play continues until the end of a designated time or until one player remains in the game.

When the players reach the fifties the gobbling gets a bit confusing because "Gobble! Gobble! Gobble!" precedes each number, for instance: "Gobble! Gobble! Gobble! one" for fifty-one. "Gobble! Gobble! Gobble! two" for fifty-two. The real fun is fifty-five which practically turns the player into a gobbler; for he must say, "Gobble! Gobble! Gobble! Gobble! Gobble!"

Suggestion

If the game is not played in a room with stationary seats, have the player who fails to gobble correctly stand or sit next to a player who remains in the game.

TURKEY SPELL

Equipment

Blackboard and chalk.

Formation

Six players on each team in relay formation.

Object

To be the first team to complete writing the word T-U-R-K-E-Y.

On signal the first player from each team walks quickly to the blackboard, picks up a piece of chalk and writes the letter T. He then rushes back to his place, hands the chalk to the next player on his team and takes his seat. The second player hustles to the blackboard to write the letter U next to T and then returns to give the chalk to the third child. Play continues until one team is first to have its six members complete the word Turkey.

THANKSGIVING DINNER

Equipment

Turkey cutouts for unoccupied seats, paper, pencil.

Formation

Players are seated. The Chef stands at the front of the room holding a list of items which might be on a Thanksgiving dinner menu. Place a turkey cutout on top of all vacant seats including that of the Chef, so there is one less place than players.

Object

To get a seat.

The Chef gives each player the name of one item on the Thanksgiving menu. Holding the list in his hand, the Chef marches around the outside of the desks forming a large circle and calls any item he wants to use in making Thanksgiving dinner. As a player hears his item, he stands and follows the Chef around the room. Whenever the Chef chooses, he shouts, "Dinner is ready!" With this welcome sentence everyone following the Chef and the Chef too, hustles for a

seat. The player without a place becomes the Chef for the next round. The new Chef takes the name of the food assigned to the unseated player.

Suggestion

Prepare in advance a list of items which might appear on a Thanksgiving dinner menu, such as turkey, pie, cranberries, potatoes, yams, celery. Have at least as many items as there are children in the group.

LEFTOVERS

Equipment

Two slips of paper, 3" x 5", and a pencil for each player.
Two small boxes.

Formation

Players are seated in small groups; each player has 2 papers and a pencil.

Object

To obtain a humorous response by mixing the questions and answers which the players write.

On the first slip each player writes a question pertaining to Thanksgiving and folds the paper. On the second slip everyone writes the answer to his own question and folds it. The leader collects the questions and places them in a box; then gathers the answers and puts them in a separate box.

The leader calls the first group to the front of the room. Each player takes one question and one answer from the boxes. Players return to their places, and the next group takes its turn. After everyone has picked a question and an answer, each boy and girl reads the strange combination resulting from the mixing. In most cases the results prove as mixed as Thanksgiving leftovers.

TURKEY CHASE

Formation

Players, the Farmers, form a single circle. It, the Turkey, stands on the outside of the circle.

Object

To have the Farmer tag the Turkey.

To have the Turkey reach the Farmer's place without being caught.

On signal the Turkey walks quickly around the outside of the circle and pecks (tags) a Farmer on the back. The Farmer hustles after the Turkey and attempts to tag him before he reaches the Farmer's place. If the Farmer catches the Turkey, he becomes the Turkey. The former gobbler takes the vacant place in the circle and chooses a new Farmer. When the Turkey reaches the Farmer's place without being tagged, the Turkey has another turn. After two successful turns, the Turkey selects someone else for the gobbler.

HOLD THE TURKEY***Equipment***

Heavy paper turkey cutout.

Formation

Players stand in a circle. It stands in the center.

Object

To pass the turkey from person to person.

To have It guess who holds the turkey.

While It closes his eyes and counts to ten, the children pass a turkey cutout behind their backs to someone on their right or left.

When It reaches ten, he says, "Hold the turkey!" The person having the turkey must hold it. It has three guesses to discover who holds the bird. If he guesses correctly in any try, he changes places with the child possessing the bird. If he guesses incorrectly three times, he shuts his eyes while the turkey is sent quickly around the circle. If he fails to guess who holds the turkey the next time he halts the passing, he selects someone to take his place and joins the circle.

Suggestion

If the group is large, the children can pass two or three turkeys around to enliven the game.

PIE IS IN THE OVEN**Equipment**

Pie cutouts for all empty seats including It's.

Formation

Players are seated. Each player is the name of a pie. It stands at the front of the room. Place a pie cutout on top of the unoccupied seats including It's, so there is one less seat than players.

Object

To exchange places while It attempts to secure a seat.

On signal It calls the names of any two pies such as "Apple and Mince." These players try to exchange places while It tries to secure an empty seat. The pie without a place is It, or It remains in his role if he fails to obtain a seat.

Instead of calling two pies, It may say at any time, "Pie is in the oven," and everyone in the group looks for a new place. If It gets one, the player without a place becomes It.

Suggestions

If there are more players than names of pies, allow some to have the same name. If several players have the same name, everyone must get a different place in the shift.

PUMPKIN PATCH TAG**Equipment**

Large pumpkin cutout from heavy paper.

Formation

Players are seated in rows.

One player, the runner, holds a pumpkin cutout and stands at the front of the group; another player, the chaser, stands at the back.

Object

To escape the chaser by placing the pumpkin on the floor and standing on it.

To tag the runner when he is off the pumpkin.

On signal the chaser pursues the runner up and down the aisles or around the group. Both proceed by walking quickly. To escape being tagged the runner places the pumpkin cutout on the floor and stands on it with both feet. When the runner halts on the pumpkin, the chaser must stop where he is and remain there until he has counted to ten. Any time during the count the runner may pick up his pumpkin and continue around the patch. The chaser, however, cannot continue the pursuit until he reaches the last count of ten. Players may not cut through the rows. If the chaser tags the runner, the former becomes the runner. The tagged runner chooses a new chaser. If a chaser fails to catch a runner during a designated time period, they exchange places.

Suggestion

When either player tires, he selects someone to replace him. Have at least a half-dozen pumpkin cutouts available because they are readily torn in the excitement of the game.

THANKSGIVING THOUGHTS

Equipment

Paper and pencil for everyone, chalk, blackboard.

Formation

Players are seated in groups.

Distribute paper and pencil to all.

Object

To write the words Thanksgiving suggests to the individual.

On signal the players write the words that come to their minds as they think of Thanksgiving. At the end of a designated time have each group of four players sitting near one another decide on the eight best words on their lists. Have each group appoint a Thanksgiving spokesman who reads its selection after the groups complete assembling their lists. Write the lists on the board or on a chart and note with the boys and girls the words appearing most frequently.

Suggestion

If there is one group of less than four children, suggest that they work with another foursome. This group of more than four, or any odd-numbered group, must submit twice as many Thanksgiving words as there are players in the group.

GRATEFUL MOMENTS***Formation***

Players are in groups of fives.

Object

To pantomime something a group is thankful for.

To guess what is being pantomimed.

Allow the groups a few minutes to choose something they are grateful for and can be pantomimed. In turn each group pantomimes the thing for which it is grateful. The others, of course, try to guess what is being pantomimed.

Suggestions

Check each group to make sure that all of them do not have the same selection, which is apt to be food. Some groups may need assistance with their choice.

Before playing the game, read to the children some inspirational material on the real meaning of Thanksgiving Day and its interpretation in modern times. Then the game will add significance to the celebration of the holiday.

holiday games for winter

While snow, skating and skiing symbolize winter to many persons, in some locales the season allows people to bask in the sunshine and enjoy the ocean breezes. Regardless of climate or place the celebration of holidays has a unifying effect.

In both the Old and New Worlds the people recognize special days of the year. Celebrating various holidays runs as constant in the pattern of human nature as the river that winds through the land from generation to generation. Folkways, religious observance and hero worship form the basis for recognizing many of the holidays for winter.

Christmas represents a composite of folkways and a religious observance. Ancient peoples celebrated Yuletide, and with the advent of Christianity some of the old customs were coupled with the religious observance of the birth of Jesus Christ, evolving the modern celebration of Christmas.

With Lincoln's and Washington's Birthdays the age-old human desire to worship a hero finds expression. People have always sought leaders whom they could admire. Both holidays pay tribute to national heroes.

Considering that holidays find their basis in human nature it is little wonder that the boys and girls look forward eagerly to the special occasions.

christmas

While children love to boast about how many guests came to their birthday party, there is one child's birthday that surpasses all others. Scores of guests of many nationalities reserve the twenty-fifth of December to celebrate the birthday of Jesus Christ.



With the celebration of Christmas, an Oriental saying takes on added meaning: "The upper hand is preferred to the lower hand, because it is the giving hand while the lower hand is the receiving one."

Although almost everyone plays the role of both receiver and giver during the Yuletide season, the greatest joy is obtained from giving. In the playing of the Christmas games the child gives of himself when he participates. One of the remarkable things about participation is that through giving the individual becomes also the receiver. He obtains a joy that is not a Christmas gift but a continual present.

FAMOUS AUTOGRAPH

Equipment

Paper and pencil for each player.

Formation

Players move freely about the room.

Object

To obtain the most autographs.

Within a given time the players move about the room trying to obtain the longest list bearing the autograph of that well-known charac-

ter, Santa Claus. To be sure that the children do not get the name of a player more than once the boys sign for their signature: Santa's first name, and their first and last names (Santa Thomas Brown). The girls sign their first and last names plus Claus (Jane Gibbons Claus).

At the end of the allotted time have the players take their places. Ask them to exchange lists, check for duplicate signatures and add the total number of autographs. Checkers cross out duplicate names unless some children actually bear the same name. The player with the longest correct list wins.

GIFT LIST

Formation

Players are seated. It, the shopper, stands in front of the group.

Object

To exchange places before the shopper obtains a seat.

The shopper assigns each child the name of a gift, such as skates, bicycle, doll, sled, baseball, skis, train, etc. Then the shopper selects two of the gifts and says, "I want to buy skates and a bicycle." The two players assigned to skates and bicycle try to exchange places before the shopper gets one of their places. If the shopper secures one of them, the player without a seat becomes the shopper. If the shopper fails, he gives the names of two other items on the gift list.

HOLIDAY SIGHTS

Formation

Players are standing, facing the same direction.

It, the holiday sightseer, stands in front of the group.

Object

To imitate the actions of the holiday sightseer.

To have It change movements frequently in order to catch a player not performing the new action.

During the holiday season the children see many things that are fun to imitate such as wrapping gifts, trimming the tree, shoveling snow, skating, baking Christmas cookies, getting on a crowded bus.

The game begins as the holiday sightseer performs an action, such as wrapping gifts. All players imitate this action. Soon the sightseer changes to another action, and the players imitate him once again. If the sightseer sees a player who is not imitating the new movements, he exchanges places with him. If It catches several boys and girls at once, he selects one of them to play the part of sightseer.

Suggestion

Encourage It to change his imitations frequently to catch the players who are not alert.

TRIMMING THE TREE

Equipment

Chalk and blackboard or a crayon and large piece of drawing paper for each team.

Formation

Players sit in rows. Rows 1-3-5 compete and then rows 2-4-6. The first player from each team stands to the right of his seat.

Object

To be the first team to complete trimming the tree.

On signal the first player from each team hurries to the front of the room, picks up the chalk or crayon and draws the outline of a Christmas tree. After the player draws the tree, he returns to the row, hands the chalk or crayon to the next player on his team and then takes his place. The second player rushes up and puts the tree in a stand by drawing one at its base. Trimming continues as the remaining players draw a bell, piece of tinsel or round ornament on the tree.

Decoration advances with each player taking a turn in drawing an additional item. First team to have all of its members help trim the tree wins.

Suggestion

Have the players work for speed instead of artistic finish, since this is a relay race.

SPEEDY WRAPPING



Equipment

The first player on each team has a small box, piece of wrapping paper, and enough strong string to tie around the box.

Formation

Players sit in rows.

Object

To be the first team to finish wrapping and unwrapping the box without tearing the paper.

On signal the first player from each team wraps the box in the wrapping paper, ties the string around it with a bow and passes the box to the player sitting behind him. The second player unties the string, removes the wrapping paper and passes the three items to the player behind him.

Play proceeds with the players alternately wrapping and unwrapping the gift box. If the last player in the row receives the package wrapped, he unwraps it. He brings the box, string and paper to the first player on his team. If he obtains the box unwrapped, he wraps it before bringing it up to the head player. As soon as a team finishes, the first player stands in front of his team to indicate its victory.

Suggestion

Teams tearing the wrappings may finish the relay, but they cannot classify as winner. Be sure the players pass the box, not throw it.

UNDECIDED SANTA

Equipment

An old sock, eraser, pencil and ruler for each team.
Table space for each team's items.

Formation

Players sit in rows (relays). Rows 1-3-5 compete and then 2-4-6. The last player from each team stands in the aisle to the right of his place. Place a sock, eraser, pencil and ruler on the table in line with each competing team.

Object

To be the first team to have its members fill and unfill the sock.

Although the Santa Claus in this game appears undecided about leaving something in the sock, St. Nicholas, the original Santa Claus, enjoyed doing good deeds without telling anyone about them.

Hearing of a poor family he threw some gold coins into the smoke hole in the roof of the house. However, instead of dropping on the hearth, the gold coins slipped into a stocking which was hanging near the fire to dry. The custom of hanging a sock at the fireplace for Santa to fill seems to have originated from this story, and to have developed into the legend that Santa Claus comes down the chimney with his sack of gifts.

On signal the last player in each row hustles forward to the sock, places the items one by one into the sock, hurries back to his place and sits down. Immediately the player ahead of him starts off to the sock, removes each item one at a time, places them next to the sock and hurries back to his seat.

The undecided Santa keeps filling and unfilling the sock until one team is first to have all of its members compete.

Suggestion

As soon as a row finishes, have the players raise their hands to indicate that they have completed the game.

WHAT IS MY GIFT?**Equipment**

Twenty small articles familiar to the group, twenty paper bags, and string to tie the bags shut. Paper and pencil for each player. Table or desk at the front of the room.

Formation

Players are seated. Before the party place twenty articles in individual bags. Tie the tops shut with string. Distribute the bags on a table or desk at the front of the room.

Object

To handle each gift bag and try to guess what the bag contains.
To record on paper as many articles as one can recall and thinks he recognized.

When a child discovers a hidden parcel at Christmas time he is apt to shake and pinch it to discover if it is something he wants for Christmas. In this game the players have a chance to feel the twenty closed bags to try to determine what his gift is.

The leader calls one group of players at a time to come up and examine the bags. Players handle each bag once in an effort to discover what is in it. They continue moving on to the next bag until all twenty are examined. Then they return to their places, and another row comes to feel the surprise items.

After everyone has a turn feeling the twenty bags and is back in his place, the leader distributes paper and a pencil to each player. Players record as many items as they can recall and think they recognized. After time is called they exchange lists. The leader opens the bags one by one to display the gift. Any player finding an item on his list corresponding to one of the gifts marks five points beside it. Checkers add the scores, and the player with the highest score is the best pre-Christmas-gift-hunter.

Suggestion

Articles might include a small ball, toy automobile, little doll, roller skates, pencil, book, ruler, toy animal, etc.

Variation

For younger children, play the game in a circle. Pass one of the bags around the circle. Each child in turn handles the bag that is passed and tries to guess what is in it, but he does not reveal his answer. When everyone has had a turn and the bag comes back to the leader, each player should be called upon to name his guess. For a check on the child's answer, write his name on a sheet of paper and score one point next to it if he gives the correct answer. The player with the highest score at the conclusion of the bag passing wins.

Suggestion

Considering the short interest-span of young children, keep their interest at a higher pitch by using fewer bags.

ALPHABETICAL PRESENTS***Formation***

Players are seated.

Object

To give the name of a gift beginning with a specified letter.

Each person in turn tries to name a gift beginning with the letter A until one boy or girl fails to name an object beginning with A. This child scores one point against himself. The next person starts with the letter B, and the game continues down the alphabet, omitting X, Y and Z.

At the conclusion of the game the player having the least or no points wins.

YULETIDE PUZZLE***Equipment***

A Christmas card and envelope for each player.

Formation

Players are seated. Each player has a Yuletide puzzle—a Christmas card cut into irregular pieces and placed in an envelope.

Object

To be the first player to put his card together correctly.

On signal each player removes the contents from his envelope, places the pieces of the card in front of him and tries to put the card together as quickly as possible. First player to put his card together correctly wins.

Suggestion

If the children wish to finish putting the cards together after one child wins, have the winner and those finishing quickly help the boys and girls who have difficulty.

GIFTS FOR EVERYONE ✓

Equipment

Small box in gift wrapping.

Formation

Players are seated. It, Santa, stands at the front of the room with the gift box.

Object

To name an appropriate gift before Santa counts to ten.

To have Santa ask a player to name a gift for either Mother, Father, Brother or Sister and count to ten before the player replies.

The ancient people of Rome considered branches of Vervain symbolic of good health and happiness, and they often tramped miles into the woods to secure this precious item to give to their friends and family. Through the years other items than Vervain have been selected as gifts, and today Christmas presents range from candy and toys to automobiles.

Carrying a small gift box Santa walks around the group. Suddenly he stops beside one of the children, places the box in his hands and says either Mother, Father, Sister or Brother. If he says, "Mother," the player receiving the box must name a gift appropriate for mother before Santa counts to ten. The player's confusion as he tries to think quickly of a gift is almost equivalent to the hustle-bustle of last-minute shopping. If Santa states Father, Brother or Sister, the player names a suitable gift for one of them.

When a player replies correctly, he scores one point. Santa takes the gift box to someone else and tests his response at naming a desirable present. If the player fails to name an appropriate item before Santa

counts to ten, he takes Santa's place. Player with the highest score at the conclusion of the game wins.

SHOPPING

Equipment

Paper, pencil, slip 2" x 2", and pin for each player.

Formation

Players stand in a circle. Prepare in advance a slip, 2" x 2", for each child and print the name of a gift on it. Give everyone a paper and pencil.

Object

To obtain the longest list of gifts by reading the slips pinned on the backs of the players.

To have the player try to keep the others from reading the gift pinned to his back.

Pin one of the slips inscribed with the name of a gift on each child's back. After everyone has a ~~gift~~, players move anywhere around the room trying to list the names of as many ~~gifts~~ as they can read off the backs of the others. Players twist and turn to keep players from reading the gifts. Players may not back against any object or person to hide the name of the gift.

At the end of the designated time call the shopping to a halt. Players take their places and exchange papers. Check the lists by asking for the player with the most items on his paper. He reads his list. Verify the items with the original list. The boy or girl having the longest correct list wins.

Variation: For younger children

Instead of printing the name of a gift on a slip of paper, cut out pictures of gifts from old magazines and paste each on a sheet of paper. Pin a picture to the back of each child.

Announce the gift for which the children are to shop. The shoppers hustle around the room trying to locate the picture of the item on the back of one of the children. When the player or players find the gift, they join hands with the person wearing the picture and walk to the leader.

If the find is correct, write down the name of the child or children locating the gift and score one point next to each name. Then name another gift to seek and once more send the children off shopping. At the conclusion of the designated time have the children take their places. Add the scores and announce the name of the child having the highest score. He is the best shopper.

CHRISTMAS STOCKINGS

Equipment

Six red paper Christmas stockings (cutouts), three for use in the game, three for replacements.

Formation

Children form a circle. Distribute the three stockings to children standing a distance from each other in the circle.

Object

To avoid being caught holding the stocking when the leader gives the stop signal.

To catch players holding the stocking.

On signal the players pass the stockings quickly from child to child around the circle. Suddenly, the leader claps his hands or gives some other signal to stop the passing. Anyone holding a stocking at the time of the signal scores one point against himself.

Players resume play by passing the stockings around the circle. When anyone scores five points, or at the end of a designated time, the game ends. Children with no points or the least number of points win.

MIXED MESSAGES

Formation

Players stand in a single circle.

Object

To try to repeat the message one hears from his neighbor.

The leader or one of the players whispers a Christmas message to the child on his left. This child repeats it to his neighbor who re-

lays it to the next boy or girl. When the last player receives the message, he repeats the message aloud.

The leader, in turn, reveals the original statement which most likely sounds quite different from the hearsay version which the players have created as they repeat what they think they hear.

JINGLE BELLS

Equipment

Small bell.

Formation

Players stand in a single circle. Leader stands in the center of the circle.

Object

To try not to be caught singing or holding the bell when the leader gives the stop signal.

While singing "Jingle Bells" the boys and girls pass a bell quickly from one to another around the circle. Players keep their eyes on the leader standing in the center with hands raised.

As soon as the leader lowers his hands, the singing stops and the passing of the bell comes to a halt. The player still singing as well as the one who holds the bell pay a forfeit. The first time caught the player passes the bell behind him; second time, raises his right hand; third time, folds his arms. After that the players skip him when they pass the "Jingle Bells." While he sings with the players he does not pass the bell. The player who pays no forfeits or the fewest wins.

OVER THE HOUSE TOPS

Equipment

Each team has three Indian clubs or wooden blocks, large enough to stand up; chalk.

Formation

Players sit in rows (relays) except the first two teams to compete. Draw a starting line on the floor across the two outer aisles and parallel with the center places in the rows. One team lines up

behind the starting line to the right; the other, to the left. Mark a chalk-line goal a short distance from the front wall of the room. Between the starting and goal lines for each team place the three clubs or blocks at equal distances.

Object

To be the first team of Santas to have its members hustle to the house tops and jump over them.

On signal the first Santa from each team hustles to the house tops. When he reaches one, he jumps over it before proceeding to the next house top. If Santa knocks down a house top, he stops and sets it back up before continuing. Touching the goal he returns to the house tops, jumps over each one and hustles back to the starting line where he touches the extended hand of the second Santa on his team who takes it as his signal to go. The previous house-top jumping Santa goes to the end of his team. First team to finish hustling and jumping over the house tops wins.

MR. CLAUS'S PACK

Equipment

Each team has an old but strong pillow case or gunny sack filled with rags or discarded clothing and tied securely with string.

Formation

Players sit or stand in rows (relays). Rows 1-3-5 compete first and then rows 2-4-6. The first player in each competing team stands to the right of his place with a pack.

Object

To be the first team to finish carrying Mr. Claus's pack.

On signal the first player on each team tosses the sack on his back, holds it with one hand, and hustles around the front to the left, down the row, around the rear of his group, and up the right side of his team to his place. There he hands the pack to the player behind him who takes the sack, tosses it on his back and follows the same course.

Mr. Claus's pack continues bobbing on the backs of the children until one team is first to finish carrying the pack.

Variation: Santa's Coming

Holding the pack on his back with one hand the player carries a small bell in the other hand which he rings as he proceeds around the row and back to his place. In turn each member of the team follows the same action. First team to finish Santa's dual activities wins.

SLEIGH BELLS**Equipment**

Small bell for each team.

Formation

Players are in rows (relays). Rows 1-3-5 compete first and then rows 2-4-6. The first player in each team stands to the right of his place and holds a bell.

Object

To be the first team to finish jingling the sleigh bells while circling the group.

On signal the players jingle their bells and walk quickly around the front of the row to the left, down the rows, around the rear of the groups, and up the right side of their teams. After taking their places, the players hand the bells to the next players in line.

Sleigh bells continue ringing until one team is first to have its members compete and return to their places. First team to finish stands up, one behind the other, with the last player ringing the sleigh bell.

SNOWSHOE RELAY**Formation**

Players are in rows (relays). Rows 1-3-5 compete first and then rows 2-4-6, which gives each team the aisles on both sides of the row. The first player from each competing team stands to the right of his place.

Object

To be the first team to complete its snowshoe hustle.

On signal the first player from each team pretends he is hustling on snowshoes. Snowshoers shuffle around the front to the left, down the row, around the rear of the group, and up the right side to their places. Then the second player on the team starts off. Play continues until one team has its members finish the snowshoe hustle first.

Variation

In rooms where the tables and chairs are pushed to one side, and in the playroom or gymnasium where there is more open space, the first player from each team uses two cartons for his snowshoes. He puts one foot in each carton and shuffles to the goal and back, then gives his snowshoes to the next member of his team. First team to complete the snowshoe relay wins.

TOY ANTICS

Equipment

Slips of paper for each child.

Formation

Players are seated. In advance, write the name of a toy on a slip of paper for each child.

Object

To pantomime the action of the assigned toy.

To guess the toy the player pantomimes.

The leader gives each boy and girl a slip of paper bearing the name of a toy. When everyone has a toy, the children are allowed a few minutes to decide how to pantomime the action of the toy. Then, one at a time, each child presents his pantomime. The other players guess what toy the player portrays.

Suggestions

For children who cannot read the names of the various toys, whisper the name of a toy they are to pantomime.

Instead of toys have the older children dramatize other items they want for Christmas: skates, bicycle, sled, fishing rod, table-tennis paddles, basketball, ballet slippers, tool chest, books and others.

MERRY CHRISTMAS TO YOU***Equipment***

Old magazines or newspapers, scissors, paste, sheet of $8\frac{1}{2}$ " x 11" paper, slip of paper, 2" x 2", pencil and crayons for each player.
Box.

Formation

Players are seated. Place the Christmas box on a table or desk at the front of the room.

Object

To select a picture of a gift from the magazine or newspaper for the boy or girl whose name the player draws from the Christmas box.

To write a Christmas message to him or her.

Distribute the 2" x 2" slips of paper and a pencil to everyone. Each player writes his name on the slip, folds it and places it in the Christmas box standing at the front of the room. After everyone puts his slip in the box, pass the box among the children and in turn have each player draw a slip bearing the name of someone else. If a player gets his own name, he puts it back and takes out another.

Then issue the above supplies to the players. Allow them time to cut from either the magazines or newspapers the picture of some gift article. Each child writes the name of the boy or girl whose name he draws at the top of his $8\frac{1}{2}$ " x 11" paper, mounts the picture on it and writes a Christmas wish below the illustration. After signing his name the child places the paper in the Christmas box.

Select a player to portray Santa Claus and distribute the Christmas greetings and wishful gifts.

Suggestion

With younger children, assign to each one the name of a boy or girl to whom he is to give the gift he finds illustrated in either the magazines or newspapers. He pastes the picture on the $8\frac{1}{2}$ " x 11" paper, signs his name and takes his gift to the child whose name was assigned to him.



's birthday

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive to finish the work we are in . . ." These thoughts from Abraham Lincoln's Second Inaugural Address provide an insight into his philosophy.

Celebrating the birthday of the sixteenth president of the United States becomes a privilege, for Lincoln did not merely deliver high-sounding speeches, he practiced what he preached. Lincoln's sincerity and his sense of humor formed two of his characteristics that won him many friends.

In the games for Lincoln's Birthday the children have the opportunity to correlate fact with fun, for the party games for the patriotic day are based on events from the boyhood and manhood of Lincoln. History becomes alive as the boys and girls partake in the celebration.

ABE'S CHILDHOOD HOMES

Equipment

Chalk, whistle.

Formation

Players form a circle. Draw two circles on the floor at the front of the room and print Knob Creek in each; at each side draw a

circle and print Little Pigeon Creek in each; and at the rear of the room, two circles with Nolin Creek, to represent the three small towns in which Abe Lincoln once lived.

Object

To try not to be caught in the circles when the whistle blows.

To form groups for the next game, Lincoln's Vocations.

As they march around the room singing "Yankee Doodle" the players pass through the circles. When the whistle blows, all players stop marching and singing. Any player standing in a circle representing Lincoln's home belongs to drama group number one for the next game, Lincoln's Vocations. Again the children march and sing while they proceed around the room. Anyone caught in the circles when the whistle blows again belongs to drama group two. As the whistle catches players in Lincoln's homes, they form new groups. The last player caught in each group becomes the leader of the dramatists for Lincoln's Vocations.

Suggestion

If the whistle catches only a few children each time and all of the groups have players, start using the groups over again. For example, if there are six groups and, after six rounds of marching and halting, there are children in each of the six groups, on the seventh round the children caught in the circle belong to drama group number one. Those caught the next time belong to two, and so on.

LINCOLN'S VOCATIONS

Equipment

Slip of paper for each drama group.

Formation

Players are in groups (formed during the game, Abe's Childhood Homes). Write one of Lincoln's Vocations as suggested below on each slip and give each group a slip.

Object

To dramatize one of Lincoln's vocations.

To have the remaining groups guess the vocation that a group presents.

During his lifetime Lincoln pursued many vocations. He was rail splitter, farm helper, clerk, flatboat hand, storekeeper, captain in the Black Hawk War, postmaster in New Salem, Illinois, deputy surveyor, attorney, member of the Illinois Legislature, member of the Thirteenth Congress, and sixteenth president of the United States.

Allow the young leader and his group a few minutes to decide upon its dramatization. Then in turn, each group dramatizes the vocation, and the remaining groups guess which of Lincoln's vocations it represents.

Suggestions

Some groups may need an adult's assistance in conveying their vocation. Players present their version of the vocation whether their group is large or small, or whether there are few or many groups.

PULLING FODDER

Formation

Players are seated except the first two teams to compete.

Draw two starting lines. Team 1 stands behind the starting line to the right; Team 2 to the left.

Mark goal lines a distance from the starting lines for each team.

Object

To be the first team to finish pulling fodder.

Stirred by the colonists' struggle for freedom, Abraham Lincoln borrowed from his neighbor, Josiah Crawford, the *Life of Washington* by M. L. Weems, formerly the Rector of Mount Vernon Parish. He took the book with him to the loft where he slept. He slipped the book in the crack between two logs of the cabin so that when he awoke in the early morning he could continue reading it. Unfortunately, a storm came during the night and the rain that leaked through the crack between the logs damaged the cover of the book. Abe gratefully accepted Mr. Crawford's offer to pull fodder for three days to earn the cost of the book.

The children pull fodder, but not for three days, in the following game.

On signal the first player on each team pretends to pull fodder

(strip corn leaves) until he reaches the goal. Turning, he walks back to the starting line with long Lincolnian strides as he holds his arms to carry the imaginary load of fodder. When he crosses the starting line he goes to the end of his team as the next boy or girl begins pulling fodder.

Play continues until one team is first to complete the task.

LINCOLN'S CABIN

Equipment

Blackboard and chalk, or a crayon and a large piece of paper for each team.

Formation

Teams of ten players each.

Object

To have its members build the best Lincoln cabin. Every cabin must have a door, window, roof, chimney and six logs.

On signal, the first player from each team goes to the blackboard and draws one of the parts of a cabin. If there is no blackboard in the room, place a large piece of paper on a table for each team. When the first player finishes, he returns to his place and hands the chalk or crayon to the next player who proceeds to draw another part of the cabin. Players must watch as the drawing goes on, for if the door, window, roof or chimney appear in the drawing they cannot duplicate any of them but must draw a log. Logs are the only items duplicated. Once a player draws a part of the cabin, he may not erase it and cannot start again. The team wins whose cabin most nearly resembles a Lincoln log cabin according to the vote of the group.

Suggestion

Speed in completing the cabin is not the objective in this game. Give each team an opportunity to complete its cabin in its own time.

GENTRYVILLE COUNTRY STORE

Formation

Players form four groups.

Object

To have each group create a story about some event in Lincoln's time, and to select the best tale.

About one and a half miles from the Lincoln cabin, Abraham had the fellowship of other pioneers at the small settlement of Gentryville. In 1828 Lincoln became general assistant to James Gentry and William Jones, owners of the store. Good natured Abe found a willing audience for his theories and stories in the folks who came to Gentryville to socialize as well as to trade. Have the children play out this scene.

Allow a few minutes for each group to decide on something to talk about which might have happened in Lincoln's day. Call the first group to present its tale. The players stand in a semi-circle facing the other children. The person who starts telling the tale stands at one end of the semi-circle. He relates his story until he wishes the player next to him to continue. Then he says, "Now, what is your feeling about it, Abe?"

The player takes up the thread of the tale and adds to it. With each child making additions to the story the chatting goes on until the person who starts the story wishes to conclude it for his group. He suggests, "I reckon, it is time to go home." The group returns to its place and the next one tells its yarn of Lincoln's time.

After the four groups perform, the class decides which story was the most interesting.

Suggestions

Players talk about events they have remembered in reading about Lincoln and his times or events which the leader relates to them. Also they may use some of the activities suggested in previous games and elaborate upon them.

LOG ROLLING***Equipment***

Log small enough to roll or mailing tube cut to size, and a ruler for each team.

Formation

Players sit in rows (relays) except the first two teams to compete. These stand at the front of the room. Each team faces an aisle—allowing space between the two teams. Do not use the outer aisles. Draw a starting line across the aisles being used, even with the front desks. Draw a goal line at the end of the aisle. Place a log behind the starting line for each team. Give a ruler to the first player of the two teams.

Object

To be the first team completing successfully the rolling of the log.

When the Lincoln family moved to Indiana in 1816, Abe, although only eight years old, learned to use an axe so that he could help his father cut trees to make a clearing for the new home.

By the time the family moved to Illinois in 1830, Abe, at twenty-one, was known for his skill in rail splitting. In fact, he and John Hanks split 3,000 rails near Decatur, Illinois.

Thirty years later, John Hanks surprised Lincoln by bringing one of these rails to the Illinois State Republican Convention in Decatur, which was held a week before the Republican National Convention in Chicago at which Abraham Lincoln was to be nominated to serve as the sixteenth president of the United States. The nickname of rail splitter supposedly came from the campaign stunt at the 1860 Illinois convention.

While it is not practical for the children to test their ability at log splitting, they can engage in Log Rolling.

On signal the first player from each team rolls the log between the two rows of seats by pushing it with his ruler. He rolls the log across the goal line and then back to the starting line. If the log rolls under a seat, the player returns it to the aisle and then continues the roll. As soon as the player crosses the starting line on his return, he gives the ruler to the next player and goes to the end of his team. The second player takes off rolling the log down the aisle. The first team whose members successfully roll the log and return to their original positions wins.

TURNING BACK THE CLOCK

Equipment

A piece of $8\frac{1}{2}$ " x 11" paper and a pencil for each boy or girl. Slips, 3" x 5", for each.

Formation

Players are seated. Everyone has pencil and paper.

Object

To write a paragraph describing a childhood activity of Lincoln's day.

In Lincoln's time people did not enclose the sheets of a letter in an envelope. Instead, they wrote the name and address of the person to whom they were sending the letter on the outside of the paper itself, because part of the cost of sending letters was based on the number of sheets one had written. Describe this to the players—then on with the game.

On the 3" x 5" slip each player writes his name and one of the three homes of Abraham Lincoln: Knob Creek, Kentucky; Nolin Creek, Kentucky; or Little Pigeon Creek, Indiana. Then one of the pupils gathers the slips. Another boy or girl distributes them, so that everyone obtains a slip other than his own.

Players use the $8\frac{1}{2}$ " x 11" paper and write on one side of it the name and address appearing on the slips they draw. After addressing the letter each person writes a paragraph about something he might be doing as a child in Lincoln's time.

At the end of the allotted time the boys and girls fold their letters with the name and address on the outside of the sheet of paper. Have a pupil collect them. The letters come into use in the game, Lincoln, the Postman.

Suggestions

In writing a paragraph about an activity of Lincoln's day the player may use an event from his reading or from the following: cutting, gathering and piling wood; building a fire in the fireplace; gathering nuts; cutting and stringing apples or pumpkins for drying; doing

figuring on a wooden board which had to be shaved off with a drawing knife so that more work could be done on it; studying by candle-light or the light of the fireplace; carrying grist to the mill; helping mother make soap or candles; and attending "blob school" where all the students study aloud at one time.

LINCOLN, THE POSTMAN

Equipment

Each pupil's own cap or scarf and the letters written in *Turning Back the Clock*.

Formation

Players are seated in rows.

Object

To deliver the letter in Lincoln's style.

When Abraham Lincoln was postmaster in New Salem, from May 7, 1833 to May 30, 1836, people were supposed to come to him for their letters. However, Lincoln often put the letters in the top of his hat and delivered them to those living near where he was surveying.

The boys and girls enjoy mimicking Lincoln's way of carrying the mail in his hat.

Give the first player in each row a letter for everyone in the row. The first player keeps one letter and passes the others back so that each pupil gets a letter. Each child places his letter under the headdress which he dons.

On signal the first row of players rises and walks in long Lincoln strides around the room. When the leader says, "Post your letters!" each player removes the letter from his headdress, checks to see who gets it, and delivers the letter to the boy or girl to whom it is addressed. As soon as the player delivers his letter, he hustles back to his place in long Lincolnian steps. The first person to return to his place becomes the best Lincoln postman in the row.

Then the next group delivers its letters and, in turn, the remaining groups until each produces a speedy postman. The winning Lincoln

postman of every group has the privilege of reading his own letter and calling on two other children in his row to read their letters.

READING THE NEWS

Equipment

Edition of local newspaper for each row.

Formation

Players sit in rows. The first player in each team has a complete copy of a newspaper.

Object

To be the first team to have its members unfold, turn to the designated pages, fold and pass the newspaper.

As postmaster, Abraham Lincoln had the opportunity to read all of the newspapers which were mailed to New Salem residents. This was the beginning of a habit by which he kept abreast of the times throughout his life. In this game, Reading the News, the boys and girls do a pepped-up version of this habit.

On signal the first child in each row pretends that he is Lincoln opening the newspaper mailed to New Salem. He unfolds it, turns to pages three, five and seven; and refolds it carefully, so that the newspaper is in good condition for the owner. Lincoln then passes the paper overhead to the player behind him who unfolds it, turns to the designated pages, refolds and passes it to the next boy or girl. The team finishing first and having no tears in the newspaper wins.

LEARNING LAW

Equipment

Book for each team, chalk.

Formation

Players are in rows. Rows 1-3-5 compete at one time, and then rows 2-4-6. In line with the rear seat, the starting line for each competing team, print on the floor the name, New Salem, Illinois, or set up a marker indicating the location. A short distance from the front wall of the room locate Springfield, Illinois. The

last player from each team stands at New Salem holding an open book.

Object

To be the first team to learn law while walking from New Salem to Springfield.

The lack of funds for a formal education or books did not keep Abraham Lincoln from becoming a successful lawyer. Although Lincoln supported himself by surveying, he studied law whenever possible. He borrowed law books from his friends. Determined to educate himself by reading, he concentrated so well that he sometimes read forty pages while walking between New Salem and Springfield, Illinois.

On signal the last player from each team walks in long Lincoln strides to the goal, pretending to study law. The other players in the row move back one place. Touching Springfield, the player returns to take the first seat in his row and passes the book to the boy or girl behind him. Players pass the book down the line until it reaches the last player. He opens the book, starts from New Salem and studies law as he goes to Springfield. Play continues in this way until one team is first to have its would-be lawyers finish their walking studies.

MOVING LINCOLN'S BOOKS

Equipment

Three books for each team.

Formation

Players sit in rows (relays). Rows 1-3-5 compete and then rows 2-4-6.

Mark two circles on the floor near the front wall and in line with each team. Above the one circle print Springfield, Illinois; above the next, Washington, D.C. Place three books in the Springfield circle for each team. The first player from each competing team stands to the right of his row.

Object

To have the members of a team finish first in moving the books from one circle to another.

From Springfield, Illinois, Lincoln went to Washington, D.C., to serve in Congress in 1847. After completing his term of office, he returned to Springfield to practice law in 1849. In 1861 Lincoln returned to Washington to be inaugurated as sixteenth president of the United States on March 4, 1861.

In this game the players move Lincoln's books from Springfield, Illinois, to Washington, D.C., then to Springfield, and then back again to Washington.

On signal the first player from each team hurries to the circles and moves the books, one at a time, from Springfield to Washington, D.C. When he has completed the moving he returns to his place and the next player hustles to the books and moves them back to Springfield, one at a time. Players continue moving Mr. Lincoln's books until one team is first to have its players finish.

DID YOU EVER SEE OUR ABE?

Formation

Players form a single circle. Abe stands in the center.

Object

To mimic the actions of Abe.

Have the children repeat the following words to the tune of "Did You Ever See a Lassie?"

Did you ever see our Abe, our Abe, our Abe,
Did you ever see our Abe, do this way and that?
Do this way and that way, do this way and that way,
Did you ever see our Abe do this way and that?

When the children reach the "do this way and that" in the second line, the player in the center performs some action that is typical of Abraham Lincoln. All the players imitate the action until they conclude the verse. Then Abe selects someone to take his place for another round of the game.

Suggestion

Actions typical of Lincoln that the players can mimic: splitting rails, rowing a flatboat, gathering wood, fishing, harvesting or making a

speech. No doubt both the leader and children will think of other appropriate actions.



washington's birthday

Most boys and girls wish they had two birthdays or one that lasted at least a year. Imagine the fortunate individual who realized both of these desires!

The calendar treated George Washington kindly and gave him two birthdays for a number of years. Being born under the Julian calendar, the old-style one, Washington's birthday was February 11. However, during his early manhood the English colonies adopted the new-style calendar, the Gregorian, which changed the date to February 22, thus giving the famous general two birthdays. With the acceptance of the new-style calendar February 22 has become the recognized birthday of George Washington.

In 1932 with the Two-Hundredth Anniversary of Washington's birth, the second wish, a year-long party, materialized. To honor the first president, birthday celebrations were held during the greater part of the year.

While every child cannot celebrate two birthdays each year or a year-long one like Washington, he can pretend to live in the times of the great hero and enjoy some of the interests of colonial children. Reading about the era helps to recapture the social life of Washing-

ton's day, enriches the boys' and girls' appreciation of those times, and gives them a background for a party.

During his childhood and adolescence Washington frequently heard English music, and some of the early American patriotic songs were written to familiar English melodies. At concerts that Washington attended the patrons enjoyed the music of Bach, Mozart and Haydn. With the flute, guitar and violin, popular instruments in the eighteenth century, many children and adults took lessons to learn to play them. One way to start a program to celebrate the great hero's birthday might be to sing a few songs such as "Yankee Doodle" and "Hail Columbia"; then follow with some contemporary music of Washington's era. One of the better music students who plays the flute, guitar or violin might play a tune from Washington's time on his instrument.

In addition to listening to music, Washington enjoyed dancing and attending balls at Williamsburg, Alexandria and Annapolis. In Virginia, part of a person's education consisted in learning how to dance the stately minuet, the dignified gavotte, the fast-moving reel, the French cotillion. At parties or balls which Washington attended, the minuet usually opened the social affair. Another way to start a holiday program is to have the children dance the minuet or one of the other dances, if the children have learned the dance before the party. With limited space perhaps the program committee or several children who know one of the dances well can perform it, rather than the entire group.

Just as the children of today enjoy playing games, children in Washington's day liked them too. Amidst a colonial background the boys and girls step forth to celebrate the historic event, George Washington's Birthday.

SCENES FROM WASHINGTON'S LIFE

Equipment

Drawing paper, pencil, crayons for each person.

Formation

Players are seated. Each player has paper, pencils and crayons.

Object

To draw some scene from Washington's life.

Players pretend they are Washington and draw some scene from his boyhood or manhood.

When all have finished their drawings, several children place them around the room so that all can view the creations.

Suggestions

Allow the children to read and look at pictures portraying the life of Washington before they try to draw scenes from his life.

Some scenes they might draw are Washington's riding on horseback, gardening, crossing the Delaware, dancing the minuet.

OH! WHAT A MAN WAS GEORGE!

Formation

Players are in three groups which sit together in different sections of the room. Assign Group 1 the part of George Washington; Group 2, the role of Martha Washington; Group 3, Washington's father.

Object

To give the proper response when the group's character appears in the story which the leader reads.

Before reading the story delegate the following responses to the groups. Whenever George is mentioned in the drama, Group 1 stands and says, "Oh! Oh! What a man!" With the name, Martha, Group 2 arises and repeats, "Dear! Dear! Me!" When Washington's father comes on the scene, Group 3 stands and utters, "Gulp! Gulp! Gulp!" This group also shouts, "Whoa, Nellie!" whenever George or Martha travel from place to place.

After each group repeats its part several times and knows its respective response, read the story.

The Story

In 1732 a great American hero was born. His name was GEORGE WASHINGTON (Oh! Oh! What a man!). A story is told that one time when he was a mere boy he chopped down his FATHER'S (Gulp! Gulp! Gulp!) best cherry tree. His FATHER (Gulp!

Gulp! Gulp!) said, "GEORGE, (Oh! Oh! What a man!) did you do this?"

GEORGE WASHINGTON (Oh! Oh! What a man!) replied humbly, "FATHER, (Gulp! Gulp! Gulp!) I cannot tell a lie; I did it." The boy's FATHER (Gulp! Gulp! Gulp!) was very pleased that he had a truthful son.

Time marched on. (All shuffle their feet.) GEORGE WASHINGTON (Oh! Oh! What a man!) was twenty-seven years old when he was married to MARTHA (Dear! Dear! Me!). Life at Mount Vernon was peaceful until in 1775, GEORGE WASHINGTON (Oh! Oh! What a man!) had to leave his home and MARTHA (Dear! Dear! Me!) so that he could take his place as Commander-in-Chief of the Army. (All hum "Yankee Doodle," the battle song of the Revolutionary War.)

MARTHA WASHINGTON (Dear! Dear! Me!) not only managed Mount Vernon but came bumpity-bump-bump over rough roads (Whoa, Nellie!) to Valley Forge where GEORGE WASHINGTON (Oh! Oh! What a man!) and his army were stationed.

Victory seemed far away until one night GEORGE WASHINGTON (Oh! Oh! What a man!) and his men crossed the Delaware and took the British by surprise.

With the victory won GEORGE WASHINGTON (Oh! Oh! What a man!) became the first president of the United States. Martha (Dear! Dear! Me!) helped GEORGE (Oh! Oh! What a man!) during the eight years of his presidency.

Then finally in 1797, MARTHA (Dear! Dear! Me!) and GEORGE WASHINGTON (Oh! Oh! What a man!) traveled back (Whoa, Nellie!) to beautiful Mount Vernon. He had earned the title, "First in war, first in peace and first in the hearts of his countrymen."

BURY THE HATCHET

Equipment

Blue and white paper hatchets; cardboard or heavy paper, size of hatchets; paste; table.

Formation

Before the party begins draw the outline of two hatchets with 15-inch handles. Color one of them blue. Cut out the outlines remov-

ing the handles from each hatchet. Paste each hatchet head on a piece of cardboard, large enough to accommodate later the 15-inch handle. Cut up the blue and white handles into fifteen one-inch pieces. Then hide the pieces in the room but not under objects or in drawers. Place a hatchet head and paste on the table for each team.

Players form two teams: Blues and Whites.

Select a captain for each team.

Object

To be the team finding the most pieces for its hatchet handle within the designated time.

On signal the boys and girls stand and move anywhere within the room searching for the hidden pieces of hatchet handles. When a player finds a piece of the right color, he takes it to the captain of his team who goes quickly to the table at the front of the room and pastes the piece to the hatchet head.

If a member of the Blues finds a white piece of handle, he may not pick it up. He tries not to reveal his finding to the opposing team. The Whites, likewise, may not take the blue pieces. The side completing the longest handle within the allotted time wins. Before declaring the winning team be sure to count the number of pieces forming each handle.

WATCH THOSE BUCKLES!

Equipment

Two cardboard buckles for each team. Several spares for replacements if needed.

Formation and Setting

Players sit in rows (relays). First players from teams 1-3-5 stand to the right of their places. Teams 2-4-6 compete next. Draw a goal line on the floor a short distance from the front wall. The first player on each team has two buckles.

Object

To have the players on a team place a buckle on each shoe, walk to the goal and back, and be first to finish.

Washington wore silver buckles on his shoes. On special occasions he appeared in shoes trimmed with gold buckles. Certainly someone had to keep an eye on his buckles since they were costly and would be expensive to replace if they were lost.

Before the game starts the first player on each team places one buckle on each shoe to give them a Virginia pump effect. However, he is going to have more difficulty keeping them on his feet than George Washington did, because now the buckles are unfastened. On signal the first players advance to the goal. They must walk carefully so that the buckles remain on their shoes. If the buckles fall off, the players stop and replace them before continuing. When they reach the goal line they turn around and return to their places. Removing the buckles they hand them to the players behind them before taking their own seats. The second players stand at their places, put the buckles on their shoes and proceed in a similar manner. Play goes on until one team finishes.

GALLOPING GEORGE

Formation

Players sit in rows (relays). Teams 1-3-5 compete first and then teams 2-4-6 participate. First player on each team stands to the right of his place.

Object

To be the first team to finish galloping around its row.

George Washington was as much at home on a horse as a modern boy or girl is in an automobile. With horseback riding being one of the chief means of travel, George became an excellent rider. As a young man he galloped over the plantations to supervise the servants who were working on them. Frequently he rode to survey properties. In war and peace Galloping George helped build the thirteen colonies into the United States of America.

On signal, "Giddap!" the first Galloping George on each team gallops around his place to the left, down the row, around the rear of his group, and up the right side to his seat. As soon as he sits down, the next Galloping George behind him starts off. First team to have all of its members back in place wins.

CROSSING THE DELAWARE**Formation**

Players sit in rows (relays). Teams 1-3-5 compete and then rows 2-4-6. Draws the goal line a short distance from the front wall. The first player from each team stands to the right of his place.

Object

To be the first team to finish crossing the Delaware, the goal line, by proceeding to and from it in a squat position.

On signal the first player from each team squats and proceeds in this position to the Delaware River. When he reaches the shore of the Delaware, he crosses it and returns in squat position to his place. As soon as he sits down, the second player stands, squats, and is off to cross the Delaware. First team to have its members cross the famous river wins.

MARTHA AND GEORGE**Equipment**

Blackboard, chalk or a crayon and a large piece of paper for each team.

Formation

Players sit in rows (relays). The first player in each row has chalk or a crayon.

Object

To be the first team to complete passing the chalk or crayon overhead, going to the blackboard or piece of paper and writing "Martha" and "George."

On signal, the first player in each row passes the chalk overhead to the player behind him. When the last player receives the chalk, he runs to the front blackboard and writes "George." If a girl is the last player, she writes "Martha." While he or she writes, the other players move back one place, so that the writer can sit in the front seat when he returns from the blackboard. Immediately upon sit-

ting the pupil passes the chalk overhead to the next person. Passing and writing continues until one team finishes publicizing Martha and George and returns to its original position.

WASHINGTON GROWS

Equipment

Paper and pencil for each player.

Formation

Players are seated. Each has a pencil and paper.

Object

To form and list as many words as a player can from the name, Washington.

During a specified time the boys and girls list on their papers as many words as they can form from the letters found in the name Washington. At the end of the allotted period each pupil in turn reads his list. If the player reading his list is the only one having a particular word, he scores five points. If two players have the same word, they score three points apiece; three players, two points; and more than three, one point. The player with highest score wins.

WHO CUT DOWN THE CHERRY TREE?

Formation

The players stand in a circle. It, George Washington's father, stands in the center of the group and blinds his eyes.

Object

To have George Washington's father recognize the voice of the child answering the question, "Who cut down the cherry tree?"

While the legend about Washington's cutting down his father's prize cherry tree is a fictitious tale created by Mason L. Weems, one-time Rector of Mount Vernon Parish, the story is repeated many times as an example of Washington's honesty.

On signal the group moves slowly around in a clockwise direction. Suddenly George's father shouts, "Stop!" Everyone stands quietly while he, with eyes closed, points to someone in the group and asks, "Who cut down the cherry tree?"

The player to whom he points answers in a disguised voice, "Father, I cannot tell a lie. I did." If George's father identifies the player they exchange places.

When Mr. Washington fails to identify the speaker, he shuts his eyes again while the group moves around in the circle. He has two more chances to find honest George. After the third failure, he selects someone to take his place.

PICKING CHERRIES

Equipment

Chalk, erasers, blackboard or large piece of paper and crayons.

Formation

Before the game begins draw the silhouette of a cherry tree on the blackboard or paper for each competing team. Add also red circles to resemble the cherries on the tree. There is one cherry for each member of the team. Players sit in rows.

Object

To be the first team to finish picking the cherries and to chop down its tree.

On the signal, "Go!" the first player from each team hustles to his tree and picks a cherry by erasing it or crossing it out. He then runs back to the end of his row. Everyone moves up one place and the second player starts off to pick a cherry. After every member of a team picks a cherry, the first player again runs to the board or chart and this time erases or crosses off the tree. This signifies that his team has been first to chop down the tree.

SPINNING RELAY

Equipment

Chair for each team.

Formation

Players sit in rows (relays). Alternate rows race at one time. Place a chair at the front of the room with its back a short distance from the wall and directly in line with each competing team.

Object

To be the first team having its members finish spinning.

During the Revolutionary War the colonists' spinning wheels hummed as they tried to make their own goods to replace the English materials. To aid the cause of freedom Martha Washington directed some of the spinners.

With spinning an important household activity everyone has a chance in this relay to put the spinning wheel into action.

On signal the first player from each team hustles to the chair, sits down, treadles with his foot and makes a circular motion with his arm to represent the spinning wheel in action. As soon as he completes these movements, he leaves the chair and hurries back to his seat.

The next player on the team repeats the action. As soon as a team has finished, all the members stand up at their places and treadle with one foot while they whirl their arms to depict the spinning wheel. This indicates the winning team.

PATRIOTIC PASS

Equipment

Three small narrow rolls of red, white and blue crepe paper.

Formation

Players form three teams. Red team stands at the right side of the room, the White on the left, and the Blue at the front. Give the first player on each team a small roll of crepe paper, the same color as the name of his team.

Object

To be the first team to have its members roll and unroll the paper.

On signal the first player on each team unrolls the paper. He passes it to the next player who rolls it up. Players continue passing the

crepe paper and alternately unrolling and rolling it until the last pupil receives the paper. If the crepe paper is unrolled, he rolls it; if rolled, he unrolls it and dashes to the head player who takes the paper and shouts, "Red, White and Blue." The first team to shout the words wins.

COLONIAL HOP AND SKIP

Formation

Players sit in rows (relays). Teams 1-3-5 compete and then teams 2-4-6 participate. The first player from each team stands to the right of his place.

Draw a goal line a short distance from the front wall.

Object

To be the first team to complete hopping and skipping to and from the goal.

Hopping and skipping were favorite activities of the children in Washington's boyhood days and today the boys and girls still enjoy these lively actions.

On signal the first player from each team hops on either foot to the goal. After touching it, he turns and skips to the end of his team. Everyone moves up one place, so that the first player goes to the last seat. Immediately the head player hops to the goal. The team first to finish is recognized as the best colonial hoppers and skippers.

WASHINGTON PLAYERS

Formation

Class forms groups of fives.

Object

To pantomime some event from the life of Washington.

To have the groups guess what is being pantomimed.

Allow each group five minutes to think of some event in Washington's life.

In turn each group comes forward to give its presentation. The

remaining groups sit at their places and try to guess the event that each troupe of Washington Players attempts to depict.

Suggestion

Ideas for pantomimes: Washington Crossing the Delaware; An Evening in the Music Room at Mount Vernon; Life at Valley Forge; Washington: The Surveyor; The Cherry Tree Story.

holiday games for spring

In holiday celebrations in the spring one finds the basic theme—life—existing in the special occasions: St. Patrick's Day, Easter, Arbor Day and Bird Day.

With St. Patrick's Day in veneration of the missionary bishop of Ireland who devoted his energies to saving souls for immortal life—people recognize a spiritual leader who gave to save.

In the word Easter, one finds the meaning of the holiday—to rise. On this day scores of people of various nationalities observe the Resurrection of Christ. The holiday signifies immortality, life in the spiritual world. Easter expresses itself further in the realm of nature, for with the coming of spring, plant life shows a renewal of life.

In celebrating Arbor Day and Bird Day the feeling of reverence for life enters into the holidays, for the beautiful contributions of nature need to be conserved. One cannot enter the joyousness of the season without a thought of planting instead of destroying, the object of Arbor Day; and protecting birds rather than harming them, the mission of Bird Day.

If one sits quietly beneath a lovely towering tree and gazes up into its leafy arms while a chatty wren or handsome scarlet tanager graces a branch, one senses in his reverence for nature a closeness to things both small and great.

st. patrick's day

From the fifth century, people have maintained a high degree of veneration for St. Patrick, the apostle of Ireland. Expressing a desire to return to his native land to convert the islanders to Chris-



tianity, St. Patrick arrived in Ireland as a missionary bishop in 432 and devoted his life to saving souls.

The shamrock or trefoil used in the party decorations and activities suggests the antiquity of the day, for in early times when St. Patrick was converting the people to Christianity he illustrated the existence of the Holy Trinity with the three leaves of the shamrock, the floral symbol of the Irish. During the twelfth and thirteenth centuries the trefoil figured as an ornament in architecture.

While there remains some uncertainty about the age of St. Patrick at his death—some put him in the eighties and other authorities say he lived to be a hundred and twenty—most people seem to know the legend about St. Patrick's charming the snakes and driving them into the sea. Year after year on St. Patrick's Day visitors go to Croagh Patrick, the historic spot from which he rid Ireland of the snakes.

Celebrating St. Patrick's Day has come to mean a "gatherin' of the Irish and the wearin' of the green proudly and prominently on March 17. With the openin' game, Bit of Irish, the heart of Erin ye'll be findin' in the boys and girls and the shenanigans beginnin'."

BIT OF IRISH

Equipment

Paper, paste, scissors, crayons, thread, toothpicks and pins.

Formation

Players are seated. Each has his share of the equipment.

Object

To make a favor for a party.

Within a designated time or at their own speed, have the children create a St. Patrick's Day favor. When each has finished his favor, the children take turns showing them to their friends or placing them on a table for everyone to see.

Suggestions

Use this as a first activity for a party or have the children save their creations for a party. Children can make shamrocks, pipes, Irish toppers, Irish potatoes or other appropriate items. Give each child a pin to fasten the favor to his blouse or her dress.

SHAMROCK SNATCH***Equipment***

Green cardboard shamrocks, one less than the number of children.
Piano or record player and Irish music.

Formation

Before the game starts scatter the shamrocks around the room. Players form a circle.

Object

To secure a shamrock when the music stops.

Watching the happy boys and girls march around the room to the rhythm of an Irish tune would gladden the hearts of the bards of Erin. With little encouragement they would get their harps, a favorite instrument of the bards, and join the merriment. The harp, like the shamrock, is an emblem of the Irish.

The group moves counterclockwise to the tune of an Irish melody. When the music stops, the players leave the circle to try to snatch a shamrock. Since there is one less trefoil than the number of players, one per-

son fails to get a shamrock. He loses, but does not drop out of the game. The children scatter their finds around the room before the music begins again, and the leader gives the loser the shamrock which he removes from the game after each snatch. Carrying the flower of Erin high in the air he continues as part of the group. However, the flower indicates that he may not enter the snatching when the music stops again and the others scurry for shamrocks. The game continues until most of the children in the circle are carrying shamrocks. The players without the flower of Erin are the winners.

Suggestions

If no music is available, send the children scurrying for shamrocks by the words "Shamrock Snatch!" With large groups, keep half seated while the others participate in the game, in order to minimize confusion. Be sure, each time, to have one less shamrock than the number of players in the circle.

Suggestions for Irish music to get the feet a movin' are: Come Back to Erin, When Irish Eyes Are Smiling, Believe Me, Bendemeer's Stream, The Harp That Once Through Tara's Halls, and The Minstrel Boy.

DO ITY

Formation

Players are standing in a group. Do Ity is at the front of the group.

Object

To follow the directions of Do Ity.

To have Do Ity change his directions frequently to catch the players not following his commands.

Everyone follows the directions of Do Ity. When he says, "Mc Nally," everyone sits. With Do Ity's stating "Mc Nulty," all stand. At "Mc Nary" the players stoop.

If a boy or girl makes a mistake in following Do Ity's directions, he or she takes Do Ity's place. When more than one player errs, Do Ity selects one of them to exchange places with him. By repeating the words quickly Do Ity catches more players.

PADDY'S PIPE***Equipment***

Six cardboard pipes for each team and a table.

Formation

Players are seated as two teams.

Give each player on Team 1 an Irish name. To each member of Team 2 assign a duplicate name; so two players, one from each team, have the same name.

In the center of the back of the room draw two circles.

Place six cardboard pipes in each circle. Put a table in the center at the front of the room.

Object

To score a point for one's team by being first in carrying Paddy's Pipe from the circle at the rear of the room to the table at the front and returning to one's place.

To be the team scoring the most points.

Call an Irish name. The two players, one from each team, having that name, walk quickly to the back of the room and pick up a pipe from their respective circles. Hustling to the front of the room the players put the pipes on the table. First player back in his place scores one point for his team.

Announce another name and two players go forth for Paddy's Pipe. The team with the highest score at the end of the designated time wins. When the team's six pipes are on the front table, have a player return them to the team's circle at the back of the room, and continue the game.

Suggestions

A few of the many Irish names to assign the players include Murphy, McGivern, Foley, Mulligan, Dunphy, McDermott, McDonald, Higgins, Crowley, Riley, Shanahan, O'Hara, O'Grady, O'Connor, Flaherty.

FINDING IRELAND

Equipment

Thirty-five pieces of green paper, two inches square; table space for each team.

Formation

Prepare thirty-five pieces of green paper, each two inches square. Divide the total number of pieces into five piles with seven slips in each one. On the first slip in the first pile print the letter, I; on the second slip, R; third, E; fourth, L; fifth, A; sixth, N; and the seventh, D. Take the second pile and letter it in the same way and continue until the letters in each pile spell Ireland. Before the game, hide the slips around the room, so the children do not have to look under objects, in drawers, or move anything to find them.

Players form five teams with one player on each acting as chief guide.

Object

To be the first team to find the letters needed to spell Ireland.

Give the signal for the teams to find Ireland by locating the letters which spell the name of the Green Isle. When a player finds a letter, he gives it to the chief guide on his team who takes it to the table at the front of the room.

When a team completes the letters in the word, Ireland, announce the winning team to the group and allow the remaining teams to complete their search to determine the winning teams for second and third place. The first team to find Ireland has the honor of checking the findings of teams coming in second and third and announcing the winners of those places.

If a player happens on a letter which his team does not need, he must return it to the place where he found it. Players cannot pick up duplicate letters.

GREEN PALM

Equipment

Green paper shamrock, chair for each team.

Formation

Players are in rows (relays). Alternate teams compete at one time. Give a shamrock to the first player on each competing team. Tell him to hold it in the palm of his hand.

Place a chair near the front wall of the room in line with each team.

Object

To be the first team having its players finish holding the shamrock on the palms of their hands while going to and from the goal.

On the signal, "Go!" the first player on each team hustles forward to the chair in line with his team. When he reaches it, he sits down with the shamrock in his palm. Then he gets up and hurries back to his group where he hands the shamrock to the second boy or girl in the row and goes to the end of his team. Players move forward one place while their teammate goes to the front of the room, so there is a player in the front seat when he returns.

If the shamrock falls while the player hustles to and from the goal, he stops, replaces it in the palm of his hand and continues. The team which finishes first in having its players participate successfully and return to their original places wins.

SPEEDY SPELL**Equipment**

Blackboard, chalk.

Formation

Players sit in teams of six, and each team numbers off consecutively: 1, 2, 3, 4, 5, 6.

Object

To spell the designated word correctly and be the first player to resume his place.

Announce an Irish word which the group can spell. Immediately after the word call a number of one of the team members.

The players from each team who have the number rush to the blackboard, pick up a piece of chalk and write the word on the blackboard. The first player back in his seat who spells the word correctly wins a point for his team.

Give another Irish word, call a number, and the members of the teams having that number hustle to the board in the attempt to spell the word correctly and return to their seats. The team with the highest score at the end of a designated time wins.

Suggestions

Be sure to mix good and poor spellers to balance the teams in spelling talent.

Some words to include in the game are: Ireland, Eire, trefoil, topper, Irish stew, Irish potatoes, Dublin, Belfast, Blarney Stone, Tipperary, colleen.

SHAMROCKS TO MARKET

Equipment

Paper shamrocks, approximately 9" x 12" in size, one for each team and a few spares.

Formation

Draw the goal line on the floor a short distance from the front wall. Players are in rows (relays). With alternate rows competing at one time, the first player from each team stands to the right of his place. Give each one a shamrock. Getting into squat position the player places the shamrock on his head.

Object

To proceed to the goal and back to the next player in line while wearing the shamrock on one's head.

On signal the first player on each team advances to the goal, touches it and returns. He must remain in squat position and wear the shamrock on his head until he reaches the second player's place. Then he takes off the shamrock, stands up and gives it to the next boy or girl. The second and third player repeat the action.

When the fourth player on each team has his turn, he walks rather

than squats to the goal and back while maintaining the shamrock on his head. The remaining players walk instead of squat.

Whenever the shamrock falls off a person's head, he must stop and replace it before proceeding. The first team getting its shamrocks to market wins.

BLARNEY STONE

Equipment

Small stone, table or desk.

Formation

Players are in three teams. Each team numbers off consecutively 1, 2, 3, 4, 5, etc. Place the stone on the desk or table standing at the front of the room.

Object

To be the first player to touch the Blarney Stone and score for his team.

To be the team obtaining the most points.

Undoubtedly the leader is relieved to know that in this game the children merely touch the Blarney Stone, for tradition claims that all who kiss the stone in Blarney Castle shall be gifted with the art of blarney (smooth talk).

Call one of the numbers. All players having the number walk quickly to the table at the front of the room and try to be the first to touch the Blarney Stone. When a child succeeds, he scores one point for his team.

Have the threesome return to their places and call another number. Play continues for a designated time. The team securing the most points wins. If players prefer, they play until one team scores ten points.

HOT IRISH SPUD

Equipment

Clean potato, whistle. Green paper topper for each player.

Formation

Players form a circle. The leader stands in the center.

Object

**To catch the player holding the spud when the whistle is blown
—or to avoid being caught.**

While the boys and girls find enjoyment in passing the potato in this game, the Irish people were once grateful for a chance to pass the potatoes at their tables. Before the potato became a staple crop in Ireland the people suffered from many famines. In fact, the food is known as the Irish potato due to its value to the Irish people.

As they pass the spud from player to player around the circle everyone tries not to be caught holding it when the leader blows the whistle. As the whistle is sounded, the player who is caught with the potato or is the last one to touch it pays a forfeit. The first time he is caught, he dons a green paper topper which he wears through the remainder of the game. The second time he has the potato, he crosses two fingers of his left hand and passes the potato only with his right hand. The third time he crosses two fingers of his right hand until the game ends. Although he stays in the circle the potato is passed by him. The last player remaining in the circle without paying any forfeits or the least number of forfeits wins.

Suggestion

Blow the whistle frequently to keep the players alert.

MCGINNITY'S HAT**Equipment**

Man's old hat.

Formation

Players form a circle. One of the players has the hat.
It, McGinnity, stands in the center.

Object

**To pass McGinnity's Hat around the circle.
To have McGinnity guess who holds his hat.**

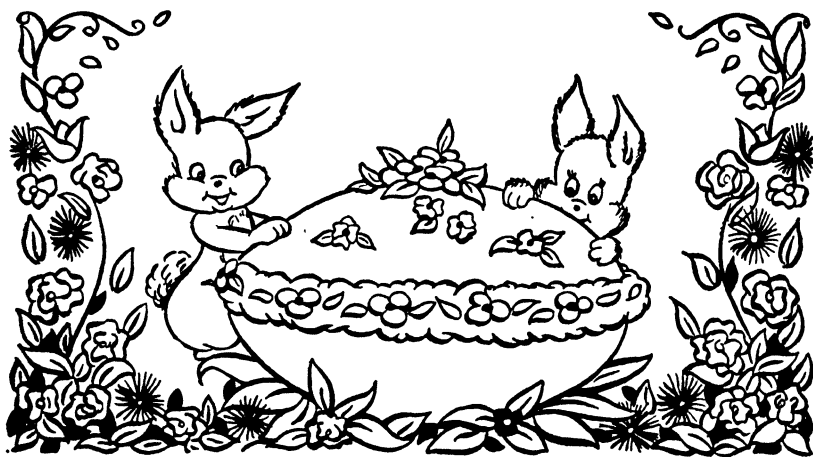
On signal the boys and girls pass the hat behind their backs from one to another. Whenever McGinnity says, "I'm asking ye, who

has my hat?" the children stop passing the hat. McGinnity points to a player who he thinks holds his topper.

If McGinnity guesses correctly, he exchanges places with the holder of his hat. If he guesses incorrectly, the players pass the hat around the circle again and McGinnity queries someone else. After two failures in attempting to find his hat, McGinnity selects someone else to take his place and joins the circle.

Suggestion

Part of the fun comes from standing close together and pretending to send the hat in one direction but actually passing it the opposite way, so that the guesser has more difficulty in finding the holder of his head covering.



easter

Glancing into Easter lore it becomes apparent that America has inherited many of the rich Easter customs practiced by various nations. Whether one says *Easter* in English, *Pâques* in French, *Paasch Zondag* in Dutch, or *Domingo de Resurreccion* in Mexican, Easter represents the season of renewal, the Resurrection of Christ.

While eggs occupy a dominant place in Easter celebrations, the use of colored eggs is older than Christianity. Early Egyptians, Persians,

Greeks and Romans followed the custom of eating eggs at their spring festivals which welcomed the return of this lovely season. The eggs symbolized new life and were colored to imitate the beautiful colors which nature produced in the spring. Later the Christians used eggs in their Easter ceremonies by making them symbolic of the Resurrection—the Savior coming to life.

With nature's dressing in its new finery, people seemed to catch the desire to want to dress in new clothes at this time of the year. From this reaction, and from the superstition that to wear something new on "Joy Sunday" meant good luck during the year, has developed the practice of new togs on Easter.

With new life abounding, Easter is a joyous season. At an Easter party the boys and girls appropriately express some of the joyousness of the holiday.

SPRING FUN

Formation

One player is the leader. All others line up behind him.

Object

To follow the leader.

To have the leader think of some spring fun which the group can imitate.

As he moves around the room the leader performs some action indicating spring fun. Following him the other children imitate his movements and share his enjoyment. Before the leader repeats the same action too frequently, have him choose someone else to take his place.

Suggestions

Spring fun may include: riding a bicycle, throwing a baseball, jumping across a mud puddle, roller skating, planting the garden, jumping rope, and many others the children enjoy.

For the first leader, select a child who has creative ideas and enjoys presenting them.

STRANGE RABBIT***Equipment***

Two Easter baskets, nesting material, six paper eggs or cotton-filled, crepe-paper covered eggs, two paper bunnies, two carrot cutouts, and two pieces of colored cloth or ribbon. Table or desk.

Formation

Players are seated. Two teams compete at a time. Place half of the above supplies for each team on a table or desk at the front of the room.

Object

To be the first team to complete filling and emptying the Easter basket.

While some people claim to see a man in the moon, others in ancient times declared that they saw a hare, for the hare was the symbol of the moon. With the moon being used to determine the date for Easter, through the years the hare has become associated with the holiday.

Another reason for selecting the hare for the figure of the moon was the fact that the hare, unlike the rabbit, is born with its eyes open, and the moon watches during the night with open eyes. But with the rabbit being more common than the hare, he has come to be the deliverer of the eggs for Easter morning.

In this game the Easter rabbit cannot make up his mind whether to prepare an Easter basket or not, so he keeps filling and unfilling the basket.

On signal the first player from each team, the Rabbit, hustles to arrange the Easter basket. He puts in the nesting material, the three eggs, bunny, carrot, and ties the ribbon or cloth on the handle of the basket. As soon as he finishes, he takes the completed basket to the second player on his team, hands it to him and then takes his own place.

Taking the basket to the goal, the table or desk, the second child unpacks the basket, unties the ribbon and returns to his place. The third boy or girl hurries forth to pack the basket. Play continues with the Strange Rabbit alternately packing and unpacking the basket until one team is first to have all of its members perform the action.

SOFT-EGG CARRY

Equipment

Eggs made of cotton and covered with colored crepe paper, Easter basket or small box, tablespoon for each team.

Formation

Players sit in rows (relays). Rows 1-3-5, then 2-4-6 compete. Mark a starting line on the floor in front of each competing row. Place the Easter basket or box on the floor at the front of the room. The first player from each team stands to the right of his place holding a soft-cooked egg (cotton, crepe-paper one) in the bowl of a tablespoon.

Object

To be the first team to finish carrying the egg to and from the goal.

On signal the first player on each team carries the egg in the tablespoon to the Easter basket. As soon as he is off, the team moves up one place. He deposits the egg in the basket from the bowl of the spoon. With his hand he picks the egg from the basket, replaces it on the spoon and heads for the starting line. Any time the egg drops, he stops, picks it up, places it on the spoon and continues. Upon reaching the next player he hands the spoon with the egg on it to the player and goes to the last seat in his row.

The second player on the team hustles to carry the egg to and from the Easter basket. Play continues until one team is first to finish transporting the soft egg on a spoon and return to its original position.

BUNNY IN THE CARROT PATCH

Equipment

Bunny mask for each player, six carrot cutouts for each team.

Formation

Players are in rows (relays). Alternate rows compete at one time. Draw a starting line in front of each competing team in the middle of the room. Mark a goal line a short distance from the front wall. Between the two lines place at intervals the six carrot cut-

outs for each team. Competing teams stand behind their starting lines.

Before the game commences give each child his bunny mask to put over his face (masks are made by the children before the party and bear the name of each child).

Object

To be the first team to have its players hop through the carrot patch.

At the signal, "Go!" the first player from each team hustles, hopping over each carrot as he comes to it. When he reaches the goal, he turns, walks to the first carrot and hops over each succeeding carrot on the return trip through the carrot patch. Crossing the starting line, he touches the next player and walks to the end of his team.

The first team to have all of its members hop through the carrot patch to resume their starting positions wins.

ROLLING EGGS

Equipment

Colored egg (ball), ruler, and Easter basket or small box for each team.

Formation

Players are in teams. Alternate teams compete at a time. Teams assume the names of the colored egg (ball) they roll: Blues, Greens, Yellows.

Mark a starting line near the front of the room for each competing team. Place an Easter basket on the floor near the front wall in line with each team.

Give the first player on each team a colored egg and ruler. The first players stand to the right of their teams behind the starting line. Each places his egg on the floor and holds the ruler in his hand.

Object

To be the first team to finish rolling the egg around the Easter basket and return to its place.

On Easter Monday the children, bringing their eggs, gather early on the White House lawn for the annual egg rolling contest. The

boys and girls eagerly await the greetings from the President of the United States and his lady who open the competitive affair.

Rolling their eggs down the lawn the children excitedly watch, especially as the eggs collide with those of their competitors at the bottom of the lawn, since the contestants with the uncracked eggs win the event. However, the cracked eggs offer some reward, because the children are allowed to eat them.

Allowing the children to roll their eggs on the White House lawn was introduced, supposedly, by Dolly Madison, the wife of President James Madison. Only during times of war have children had to forego the annual egg rolling competition.

The custom of rolling eggs is probably a carryover from the English children's game of egg bowls.

On signal the first player on each team guides the egg with the ruler to the Easter basket. As soon as the head player starts off, the boys and girls in each row move forward one place, so that now the second player is in the front place. Guiding the egg carefully, the initial egg roller goes around the basket and back to the starting line. Picking up the egg as it crosses the line the first player gives the egg and the ruler to the second player and goes to the last place.

Play continues until the first child is again in his place and his team finishes rolling the eggs.

HIDDEN EASTER EGGS

Equipment

Thirty-five colored paper eggs. Basket for each team.

Formation

Players form two teams, the Quack-Quacks and the Chick-Chicks. One child is the special egg gatherer for each team. Give him an Easter basket.

Object

To find the most eggs.

In hunting for hidden Easter eggs the children follow a German superstition that during the night before Easter the white hare visits the homes of the good children. He hides the colored eggs in

various corners of the rooms. Upon awakening the boys and girls eagerly hunt for the eggs.

On signal the players hunt for the hidden eggs. When a duck or chick finds an egg, he cannot pick it up, but must say, "Quack, Quack," or "Chick, Chick." Then the Chief Egg Gatherer for the team comes and puts the egg in the team's basket.

At the end of a designated time call the hunt to a halt. The two Chief Egg Gatherers bring their baskets to the leader who counts the number of eggs in each one. The team with the most eggs wins.

Suggestion

To add to the suspense, hide several gold-colored eggs. The boys and girls who find them win five points, for they are not ordinary eggs. In many foreign countries the finding of the golden egg usually brings some special reward to the egg hunters.

EASTER SPELL

Equipment

Chalk and blackboard.

Formation

Players sit in teams of six. Give a piece of chalk to the first player on each team.

Object

To be the first team to spell Easter.

On signal the first player on each team walks quickly to the blackboard and prints the letter E of the word Easter. Hurrying back to his place he gives the chalk to the next player and takes his own seat. The second boy or girl rushes to the board and prints the letter A.

Play continues with each player on the team printing one of the letters contained in Easter. First team to spell E-A-S-T-E-R, stands at its place and offers a "Happy Easter."

WATCH THE EGGS

Equipment

Twelve colored paper eggs for each team.

Formation

Players are in rows (relays). Distribute twelve eggs to the first player on each team.

Object

To be the first team to complete passing the eggs overhead from player to player.

On signal the first player on each team passes the eggs, one at a time, overhead to the players behind him. When the last player gathers the last or twelfth egg, he picks them up and hustles to the first seat. Everyone moves back one place; the last player now seated in the front seat immediately passes the eggs one by one down the line.

The first team to have everyone back in the starting position wins.

RABBIT SCAMPER

Equipment

Paper carrot for each player, chair for every team.

Formation

Players are in rows (relays). Alternate teams compete at one time. Draw a starting line for each competing team. Place a chair at the front of the room in line with each participating team. On it put a carrot for each person on the team.

Object

To be the first team to have its rabbits hop to the goal, secure a carrot, and return to its starting position.

On signal the first rabbit from each team leaves the starting line and hops on all fours to the chair. Taking a carrot he hops back to the starting line. As he crosses the line on the left side of the row, the second player starts from the right side, hopping for his carrot. The previous carrot seeker returns to his own place.

Rabbits continue hopping until one team is first to secure its bunny's delight. The team finishing first stands up, and the players hold up their carrots to indicate their victory.

HIDE THE BUNNY

Formation

Players (bunnies) are seated. One player, It, leaves the room.

Object

To have It guess who is the missing bunny.

While It is out of the room, the children choose one bunny to hide. Recall It. He has three guesses in which to name the bunny who is missing from the group. If he fails, he must try again and leave the room while another bunny hides.

If It succeeds in naming the missing bunny, he joins the other bunnies while the missing one becomes It.

If It cannot name the missing bunny twice in succession he chooses another bunny to be It.

FLOWER GARDEN

Equipment

Paper, pencil for each player.

Formation

Players sit in couples.

Object

To plan a garden by listing the names of as many flowers as possible.

With Easter comes the thought of new life. Nature responds by gently awakening the bulbs and seeds. Soon the tiny green shoots poke their heads out of the soil. For the gardener, this is a joyous occasion—it is like renewing a friendship with someone who has been gone for a time. Eagerly he awaits the re-created life, which Easter symbolizes.

Within a designated time, couples write down the names of as many flowers as they can recall. Couples exchange lists and add up the number of flowers in the garden. The leader calls the players with the longest lists to read them. The couple with the longest correct list of actual, not mythical, flowers wins.

Suggestion

Do not penalize players for incorrectly spelling the names of the flowers.

SPRING HATS***Equipment***

Pins, crepe paper, paper plates, doilies.

Formation

Players are in couples. Each couple has an equal amount of supplies.

Object

To create an Easter hat.

When the creative hat designers bedeck their latest spring models with flowers, they adopt the custom of the people of long ago who expressed their happiness with the return of spring by wearing floral wreaths in their hair. No doubt, the use of artificial flowers on spring hats is a survival of this old practice.

Every person creates a chapeau for his partner. First couple to finish scores four points; second, three; third, two; all others, one for trying. Couples, the winners first, parade around the room to present a preview of the latest Easter fashions in hats.

Suggestions

If two boys or girls prefer to work together permit them to do so. For couples who have difficulty in getting a wearable hat, allow the winning couples to assist them. Allow any couples with any unfinished hats to complete their bonnets.



arbor day and bird day

While the date for celebrating Arbor Day varies in different states and countries depending on their climate, the purpose of the holiday—planting trees—remains constant. Arbor Day emphasizes to children, as well as adults, the need for conserving natural resources and aiding in their restoration. Planting a tree whenever one is cut down or destroyed is one of the conservation principles that Arbor Day emphasizes.

In the United States, the celebration of Arbor Day came into practice about 1872 when Mr. J. Sterling Morton suggested the planting of trees on the barren prairie land of Nebraska. He recommended that a day each year be devoted to tree planting. Through the efforts of the Board of Agriculture his project succeeded and almost a million trees went into the soil during the first year. Another pioneer in establishing Arbor Day was Mr. B. G. Northrup of the American Forestry Association who offered prizes to children as an incentive to plant trees.

Through the efforts of these men and others the celebration of Arbor Day has grown. Arbor Day's motto—planting trees—received its greatest salute in 1932 with George Washington's Bicentennial. During that year approximately ten million trees were planted throughout the nation in tribute to George Washington. The George Washington Bicentennial Commission and the American Tree Association of

Washington, D.C., felt there was no better memorial to a great man than to have the citizens plant trees in their native states in his honor.

While our nation considered trees important enough to plant them in tribute to one of its greatest men, the birds have been planting trees by carrying their seeds ever since they knew how to fly. In addition they save trees by eating harmful insects.

With the interdependence of nature it is little wonder that Bird Day, which has no fixed date, frequently is combined with the celebration of Arbor Day. Since the conservation of both trees and birds constitute a necessity in maintaining the balance in nature, it furnishes a worthwhile theme for a combined party for Arbor and Bird Days.

HOW MANY WAYS?

Equipment

Piece of paper and a pencil for everyone.

Formation

Players are seated. Each has paper and pencil. The children draw the following diagram.

B	F	D	S

Object

To fill in the spaces with words beginning with specified letters appearing on the diagram.

To write the most uses for wood.

In addition to offering their beauty and shade to man, trees supply him with wood for innumerable uses. Practicing the aim of Arbor Day 365 days of the year is necessary if we are not to lose the great benefits derived from trees.

This game gives the boys and girls an opportunity to think of a few of the numerous uses of wood in their daily lives.

To start the game, have the boys and girls copy the above diagram. When everyone is ready give the signal for each pupil to write five uses of wood under each letter in his diagram.

Call a halt to the game at the end of a designated time. Each child scores four points for each correct use of wood. Allow the boys and girls listing twenty uses of wood or closest to that number to read their words aloud.

Suggestion

A filled in diagram might include these uses of wood:

B	F	P	S
Boats	Floors	Paddles	Salad bowls
Beams	Fuel	Pulp (paper)	Shoe lasts
Baskets	Fences	Planks	Sashes
Benches	Furniture	Pencils	Sandboxes
Beds	Flute	Panels	Saw handles

BIRDING

Equipment

Colored pictures of birds, mounted on a bulletin board, wall board, or large sheet of paper.

Formation

Display the pictures, each bearing the name of a bird. Players are seated. One player, It, leaves the room.

Object

To have It guess the name of the bird the group selects during It's absence from the room by questioning the players. To answer It's questions with "Yes" or "No," and to try not to reveal the name of the bird.

Have the children decide on a bird they wish It to identify while It is out of the room. They may go quietly to the bulletin board to refresh their memories of the exact coloring and description of the bird.

Recall It. He asks questions about the bird which the approached boy or girl can answer with "Yes" or "No." If he thinks the bird is a robin, he might say, "Is the breast red?"

The player questioned may answer, "Yes."

Then It pursues the identity of the bird further by asking someone else, "Are some of the tail feathers white?" If the player answers, "Yes," and It is quite sure the description fits the robin, he voices his answer.

When It guesses correctly, he changes places with the boy or girl who answered his last question. If It gives the name of the wrong bird, he leaves the room again while the group selects another bird. If It guesses incorrectly twice, he chooses someone else to take his place.

Suggestion

Permit It to consult the colored pictures of the birds on the bulletin board to help him guess the bird the group has selected.

LEAFY LETTERS

Equipment

Paper and pencil for each group.

Formation

Children form five groups. Each group sits in a different section of the room.

Give every group a number: 1, 2, 3, 4 or 5. One player from each group, the secretary, takes the paper and pencil and writes the following letters on the left-hand side of the paper: A, B, C, H, M, P, S and W.

Object

To think of the names of trees for the prescribed letters of the alphabet.

To have the secretary of the group write the results of the group's thinking.

To be the member of the group having the longest list of correct names of trees.

On signal each group starts thinking of names of trees beginning with A, the first letter on the secretary's list. When the children

feel they can think of no more trees starting with the letter A, they proceed to B. Each group continues telling its secretary all the names of trees beginning with each letter on the prescribed list. The secretary records the answers on the sheet of paper.

At the end of a designated time call a halt to the game. Have the secretary of each group read aloud or write his group's list of trees on the blackboard. Check the lists with the other groups and eliminate any incorrect names. The winning group is the one with the longest list.

Suggestion

Some names of trees beginning with the suggested letters include:

- A — Alder, Apple, Ash, Aspen.
- B — Balsam, Beech, Birch, Basswood, Butternut.
- C — Cedar, Catalpa, Cherry, Crab, Cypress.
- H — Hawthorn, Hackberry, Hemlock, Hickory, Holly.
- M — Magnolia, Maple, Mulberry.
- P — Pear, Pecan, Peach, Persimmon, Pine, Plum, Poplar.
- S — Spruce, Sumac, Sycamore.
- W — Walnut, Willow, Witch Hazel.

Variation

Play the game in the same manner except use the names of birds instead of trees. Some of the names of birds beginning with the suggested letters include:

- A — American Magpie, American Three-Toed Woodpecker, Arctic Three-Toed Woodpecker.
- B — Black-Capped Chickadee, Bluebird, Blue Jay, Brown Thrasher.
- C — Cardinal, Canary, Crane, Cowbird, Crow, Cuckoo, Catbird.
- H — Hawk, Heron.
- P — Partridge, Pewee, Pigeon, Plover.
- S — Song Sparrow, Scarlet Tanager, Sandpiper, Sapsucker, Snipe, Starling, Swallow.
- W — Warbler, Waxwing, Woodpecker, Wren.

JUMBLED SDRIB (BIRDS) AND SEERT (TREES)**Equipment**

Paper and pencil for everyone; blackboard, chalk, or large sheet of paper.

Formation

Players are in their seats. Write the jumbled list of birds and trees on a blackboard or large sheet of paper.

- | | |
|---------------|--------------|
| 1. nerw | 1. malash |
| 2. cfinodnglh | 2. wasobsod |
| 3. bealrwr | 3. cebhe |
| 4. lwlosaw | 4. ubtrnutet |
| 5. awrpsor | 5. puirejn |
| 6. bairdtc | 6. lem |
| 7. efikrlc | 7. kiorhey |
| 8. dilubber | 8. sutole |
| 9. lonobikb | 9. laemp |
| 10. brion | 10. koa |

Object

To rearrange the jumbled names of birds and trees correctly in a designated time.

Have each player copy on his sheet of paper the two columns of jumbled birds and trees leaving space to the right of each list to write the unscrambled names.

On signal each player rearranges the jumbled letters to spell the names of the birds and trees correctly. At the end of the allotted time give the signal to stop. The boy or girl with the longest list becomes the best naturalist.

Suggestion

The correct names for the birds and trees are the following:

- | | |
|--------------|--------------|
| 1. Wren | 1. Balsam |
| 2. Goldfinch | 2. Basswood |
| 3. Warbler | 3. Beech |
| 4. Swallow | 4. Butternut |
| 5. Sparrow | 5. Juniper |

- | | |
|-------------|------------|
| 6. Catbird | 6. Elm |
| 7. Flicker | 7. Hickory |
| 8. Bluebird | 8. Locust |
| 9. Bobolink | 9. Maple |
| 10. Robin | 10. Oak |

Vary the length of time for rearranging the letters in accordance with the maturity of the group.

MAN'S HELPERS

Equipment

Blackboard, chalk.

Formation

Players sit in rows (relays). Alternate rows compete at one time. The first player on each team has a piece of chalk. Divide the blackboard space so that each team has a place to write.

Write the following sentence across the upper part of the blackboard, so all the participants can easily read it: "*Song birds save millions of dollars' worth of trees, fruits and vegetables by eating the harmful insects.*"

Object

To have each member of the team write the assigned number of words to complete the sentence.

To be a member of the team first to complete writing the prescribed sentence correctly.

With six members on a team the first player writes two words and the others each write three words. Give the signal for the first player to hustle to the blackboard and write, "Song birds." Hurrying back to his team he hands the chalk to the second player and returns to his own place.

The second pupil hustles to the blackboard and writes the next three words in the sentence, "save millions of," returns to give the chalk to the next member of the team and takes his seat. Play continues with each child writing three words until the team completes the sentence. First team to finish the sentence correctly wins.

Suggestion

Lengthen or shorten the sentence or use a similar one to accommodate the number of children competing in each team. For younger children simplify the sentence.

ALPHABETICAL BIRDS OR TREES

Formation

Players are divided into two teams and are seated. Each team has a scorekeeper who participates last in the game.

Object

To give the correct name of either a bird or tree beginning with the designated letter of the alphabet and score a point.

To be on the team scoring the most points.

Name a letter of the alphabet, for example, B. Ask the first player on Team 1 to give either the name of a bird or a tree beginning with this letter. If the player gives a correct answer, for instance, blue jay or birch, he scores one point for his team. The scorekeeper for Team 1 records the score.

Then call another letter such as W, and ask the first boy or girl on Team 2 to name a bird or tree beginning with this letter. If the player says wren or willow, for instance, he scores a point.

If the first player on Team 1 fails to give a correct answer, allow the second player on the team to try. If he fails the third team member has a try. After three failures Team 2 has its turn. Call another letter of the alphabet and ask the first player on Team 2 to name either a bird or tree. Whenever one member of a team fails to give a correct answer, the next two players have a chance to come up with the name of a bird or tree.

Play continues until each boy and girl on both teams has had a turn. The winning team is the one which scores the most points.

BIRDS ON THE WING

Equipment

Small, inexpensive colored pictures of birds with captions giving the names of the birds, or slips of paper on which the birds' names

are written. A pin, pencil and a piece of lined paper for each player; blackboard, chalk, or large sheet of paper.

Formation

The children are in their places until the game begins. Then they move about the room collecting bird names. Each has pinned to his blouse or to her dress a bird picture or a slip of paper bearing the name of a bird. Copy the names of birds on the blackboard or large sheet of paper. See Suggestions.

Object

To secure the names of the players wearing the pictures or the name slips of the birds listed.

Before the game, each player makes a bird chart. On the left hand side he lists the names of the birds which are used in the game. Space is provided in the right hand column for the name of the person wearing the bird.

When the lists are completed and the starting signal has been given, the players move about the room trying to find the players wearing the names of the birds on the chart. When they find the player wearing one of the bird's names, they write the child's name to the right of the bird's name on their charts. Call time when one or more players have located most of the birds on the wing.

Since the names of the birds are listed on the blackboard or on a wall chart, each player writes his name opposite the bird whose picture or name he wore. When more than one player wears the name of a bird, both write their names opposite the bird's. Players exchange papers and check the charts. The winners include the children with all or most of the names matched correctly.

Suggestions

A good source for the names of birds common in North America is Webster's New International Dictionary, from which the following were taken:

Baltimore Oriole, Barn Swallow, Black-Capped Chickadee, Bluebird, Blue Jay, Bobolink, Brown Thrasher, Catbird, Cardinal, Cedar Waxwing, Flicker, Goldfinch, Golden-Crowned Kinglet, House Wren, Kingbird, Meadow Lark, Red-Headed Wood-

pecker, Red-Winged Blackbird, Redstart, Robin, Ruby-Throated Hummingbird, Scarlet Tanager, Song Sparrow, Wood Thrush, Yellow Warbler.

Variation: Dancing Leaves

Use the names of trees instead of the names of birds. On each child pin the outline of a leaf or a picture of one with the caption giving the name of the tree on which it is found. Play the same as *Birds On The Wing*, except that the children wear names of trees instead of birds.

SILENT OBSERVATION***Equipment***

Ten colored pictures of birds, ten sheets of paper larger than the pictures; table at the front of the room. Piece of paper, 4" x 6", and a pencil for each player.

Formation

Number the ten sheets of paper from one to ten. Cover the captions giving the names of the birds. Place the pictures of the birds above the caption on the sheets of paper. Cover the bird pictures until the children play the game. Each player has paper and pencil.

Object

To identify the birds' pictures displayed on the table.

To win by identifying correctly all or the greatest number of the birds.

Have everyone number his slip of paper from one to ten on the left-hand side. Tell the players that silence prevails in this observation game as it does in live-bird identifications. The song birds hide or fly away from noisy humans they do not know. For best bird observation in this game the boys and girls follow the same rule of silence; thus, no one reveals the results of his identification of the birds to others.

Remove the covers from the bird pictures. With their papers and pencils the players in the first row come up to the table to observe the birds. They list the name of the bird they recognize next to the

number on their sheet which corresponds to the number of the bird's picture. If number four is a Cardinal, the player writes Cardinal next to the 4 on his sheet of paper. Allow each row the same amount of time to observe the birds.

Call time, and as soon as the first row is seated, have the second row come to the table to identify the birds. Continue until all the players have a chance to observe and identify the birds.

Announce the correct identification for the ten pictures. Boys and girls identifying the most win.

Variation

For those who cannot identify the birds from pictures alone, allow them to see the caption as well. Play the game the same way except that the players now see the bird's name but write their answers when they return to their seats.

NATURE'S TREASURES

Equipment

Box or basket, blackboard, chalk, tree twigs, leaves (if available) or pictures, fruits of trees, seeds of trees, colored pictures of birds.

Formation

Place the above treasures from nature in a box or basket to conceal them from the players. Players sit in two teams. Have a scorekeeper for each team.

Object

To name the object which the leader holds and score a point. For the team to score the most points.

Take one of nature's treasures from the box and hold it up so that everyone can see it. Any member from Team 1 who thinks he recognizes the object raises his hand. Call on the players until one gives the correct answer. The scorekeeper records one point for the team. When no one on Team 1 gives a correct answer, allow Team 2 to identify the treasure and offer their answers. If both teams fail, name the bird or tree so that the boys and girls can learn additional treasures from nature.

When the members from Team 1 give a correct answer, select another object from the box and display it for Team 2 to identify. Continue giving teams alternate turns in naming the treasures. Play until one team scores ten points or for a designated time. The team first to secure ten points or with the highest score at the end of the allotted time wins.

CONSERVATION DRAMATIZATIONS

Equipment

Each group has a slip of paper containing the name of a scene to be dramatized.

Formation

Players are in groups of six. Each group sits in one section of the room.

Object

To pantomime or to dramatize a conservation practice. To have the audience guess the theme of the dramatization.

Allow time for the groups to rehearse quietly, so the others do not hear the theme of the skit. Players may either pantomime the action or add dialogue to their presentation.

In turn each group comes to the front of the room and portrays its conservation dramatization. The remaining players try to guess the idea being presented. As soon as they guess correctly, the next group of dramatists takes the stage. If the audience after a reasonable time cannot guess the point of the skit, continue with the next group. After everyone performs allow the group whose stunt stumped the audience to re-enact the scene and to add a clue to help the others identify the conservation principle in their skit.

The following themes are suggested for dramatization:

1. Planting a tree to replace one that was cut down.
2. Counting the annular rings of a tree after it is cut to determine how many years it took the tree to grow.
3. Extinguishing a campfire to prevent leaving sparks.
4. Building birdhouses to attract and shelter birds.
5. Hunting birds with a camera instead of a gun.

picnics



picnic planning

Picnics usually arouse a twofold enthusiasm in children signifying, as they do, fun-involving activities and food. Picnics are an American institution. The traditional school picnic in the spring starts the trek to the outdoors. From then until the end of summer, families, neighbors, clubs, churches and playgrounds join in the picnic parade.

Every successful picnic requires advanced planning. For small, intimate groups, preparations may be as simple as packing the picnic basket and going off to the lake for a swim. Large group picnics require more detailed preparations, but these can almost be as much fun as the picnic itself. Any picnic for children should provide the twofold pleasure of planning and participating.

In their enthusiasm, boys and girls usually do not want to do something to help. They want to do everything. They should be per-

mitted to handle responsibilities, but only those which can be carried out with pride and satisfaction.

The planning suggestions which follow are best suited to school, Sunday school or playground; but they may be modified for other types of outings.

HOSPITALITY

The hospitality committee plans and sends out the invitations and takes care of thank-you notes to the individuals who contribute to or help with the picnic. At the picnic, the committee members introduce parents and guests and make sure that no one stands shyly on the sidelines feeling like the fifth wheel on a wagon.

PUBLICITY

While the news of the picnic is percolating via that wonderful plant, the grapevine, the publicity committee makes sure that all the necessary information is advertised correctly. The artistic members make colorful posters, the linguistic members make oral announcements, and those with dramatic talent present short skits as a preview of some of the fun which is to come. Newspaper or handbill announcements make sure that everyone knows the date, time, place and other pertinent facts.

REFRESHMENTS

If the picnic lunch is potluck, the refreshment committee decides what the menu is to be and what food each child should bring. When each child brings his own it is always a delight to top off the lunch with a special treat of ice cream or beverage.

Members of the refreshment committee are the table-setters. If the meal is served buffet style, the committee brings refills. The members also distribute the special treats to the picnickers, a privilege they relish. When the group is very large, it is usually advisable to distribute tickets for the treats to make sure that no one is missed before "seconds" are allowed.

When lunch is over, the refreshment crew sees to it that the boys and girls put paper plates, bags and milk containers into receptacles and that the picnic grounds are clean. If silver has been used, the committee is responsible for collecting it and returning it to a designated place.

PROGRAM

Food and games are virtually synonymous at picnics. Therefore, the program committee rates a most important position, for it is up to them to choose activities which will insure a day of fun and frolic for everyone.

Very important, too, are the arrangements that have to be made if it should rain on the day set. With each individual providing his own lunch, the picnic can usually be postponed without much trouble. But when food and treats are prepared in advance, postponement is sometimes impossible. Then the picnic has to be moved indoors and the program cut down to playroom or gymnasium size.

In schools or recreation centers which have adequate facilities, one or more groups can take turns playing their picnic games in the gymnasium, but all should eat lunch together.

In buildings without a playroom or gymnasium, each group picnics in its own room, and the active games are shelved, the tempo of some activities reduced to a walk, and quiet games used to round out the program.

When fair weather prevails, the picnickers arrive expecting something to happen. A good committee is ready with a program that opens like a jack-in-the-box and keeps moving from activity to activity. Previously they have checked the game site to be sure that broken glass is not lying around and that there are no obstructions that might cause injury. Boundaries are marked off and game supplies are in readiness.

A balance of games that are familiar and some that are new usually make a picnic program just right. Following the specially planned picnic games, the children should be free to play informally. Baseball is always a favorite. Simplified Newcomb, Volleyball, Bat Ball, Club Guard, Beater Goes Round, Stride Ball, Hot Beans, Mouse Trap, Gardener and the Scamp, Three Deep and Drop the Handkerchief are a few of the games adaptable to picnics. However, the leader will find many additional games in this book which are fun to play at picnics. Younger boys and girls frequently prefer to use the playground apparatus after the formal program of games.

ORGANIZATION

To keep the spirit of fun uppermost and organization at a minimum, it is wise to arrange the planned activities in such a way that

they do not require frequent changes in formation. When the group gets into relay formation, the children play relays instead of shifting from relay to circle games and then back to another relay. A picnic program sometimes suffers a chaotic turn when the leader or program planner has too many different game formations and does not use them wisely. If the children keep changing from file to line to circle formations, the organization overshadows the fun of the game.

The games planned for the picnic should emphasize group activity in preference to individual racing or performing. A picnic is a social affair. Pitting child against child is fun for the boy or girl who performs well, but it embarrasses the one who does not swing through the activities with the greatest of ease, and puts him in a limelight he does not enjoy. Some children remain glued to the sidelines at picnics and other affairs because they dislike being on exhibition.

Games are more effective if scored on a team basis. Instead of proclaiming as winner the first team to finish a required action, the first team scores four points; second to finish, three; third, two; and the others, one point for trying. This method maintains interest until the conclusion of the program. Otherwise, competing teams stop trying after the first team wins the event.

Teams stay together for all the relays, thus minimizing organization. The group with the highest score at the end of the competition wins.

Since the boys and girls sometimes become excited when participating in relays and sometimes start too soon or neglect to touch or go around the goal, it helps to have an adult in addition to the members of the program committee stand near the starting and goal lines to remind the players of the relay rules. When teams are uneven, one boy or girl from the team that has fewer participants may perform twice. At the start of a relay he or she takes a turn, and at the end he or she takes a second one.

No attempt has been made to classify the games according to age or grade, for any number of activities are enjoyable to all ages. Selection of games for a particular group depends on the maturity and experience of its children. In games requiring endurance and strength the dividing line for boys and girls competing against one another appears at about ten or eleven years. With the picnic as a social affair, however, many of the suggested games are corecreational.

While the distance between starting and goal lines is set at forty feet for most of the relays, it may be desirable to lengthen the space between the two lines for some groups, and for the younger children, it may be best to shorten the distance.

OBSERVATION HUNT

Equipment

List of items to find in the picnic area, and a pencil for each team.

Formation

Before the picnic, the program committee and leader explore the territory and formulate a list of items which the boys and girls can observe without leaving the picnic scene.

Players form teams of six. Give each team a pencil and a list of items to be observed.

Object

To be the first team to find the items on the list within the designated time.

On signal each team employs its powers of observation to locate the items on its list.

At the end of the designated time call the hunt to a close. Collect the lists and give them to the committee members and leaders selected beforehand. They check the lists and announce the winning team at a later time.

Suggestions

For a picnic conducted on school property some of the items to observe might include: date the school was erected (if it appears on the building), number of windows in the school, number of doors, color of trim around the windows, direction the school faces, names of five different trees, names of five different shrubs, colors of three different flowers, direction in which flag is blowing.

Adapt the list to the scene of the picnic and the picnickers.



MADAME'S HANDBAG

Equipment

Woman's large handbag for each team.

Contents: Handkerchief, comb, spare stocking, can of soup, dog collar or leash, or other available items.

Formation

Four teams with approximately ten players in a group. The teams form a hollow square. Give the end players on each team a handbag containing the suggested contents or substitutes.

Object

To have the members of the teams alternate loading and unloading Madame's handbag.

To be the first team to finish.

On signal the player on each team holding the handbag, opens it, removes the contents, each article at a time, and places each item in front of the next player on his team. When he empties the bag, he passes it to the next boy or girl who immediately commences putting back the items, one by one, in Madame's handbag. When he replaces the items in the handbag, he passes it to the third member of his team.

Alternating in unloading and loading the handbag, the players on the team continue until the last member finishes. He shouts, "Madame, all this, and no kitchen sink?" The first team to question Madame's thoroughness wins.

Suggestion

In some instances the last player empties the handbag and of course deposits the contents of the bag on the ground. Others may be in the same stage. Be sure the players scoop up the contents at the conclusion of the game and return the handbag with its contents to the leader.

HANDBAG HUSTLE

Equipment

Four women's handbags for each square.

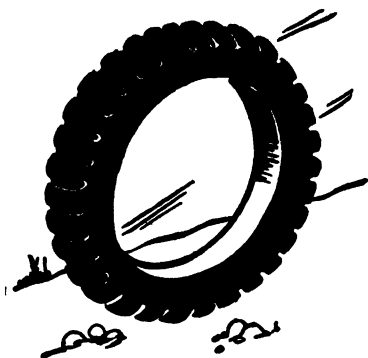
Formation

All four groups, with approximately ten players in each, line up to form a hollow square. One player from each team stands in the center of the square. Another player from each team has a handbag.

Object

To keep the handbags moving and to avoid having the center players tag them. To have the center player try to tag the handbag.

On signal the boys and girls begin passing the bag from player to player and team to team. The four center boys and girls rush up to the line players and attempt to tag one of the handbags as they keep moving from child to child. When one of the center players tags a handbag, he exchanges places with the boy or girl who held it last. Any objects suitable for passing may be substituted for the handbags.



ROLLING RELAY

Equipment

Old tire, inflated inner tube or wooden hoop for each team.
Chalk, stick or other marker.

Formation

Draw the starting line and about forty feet from it mark the goal.

Players stand behind the starting line in relay teams. The first player from each team holds the tire, tube or hoop which rests on the starting line.

Object

To roll the tire, tube or hoop to and from the goal.
To be the first team having its members complete the roll.

On signal the first player from each team rolls the tire or hoop, guiding it with his hand. If the tire or hoop falls down, he picks it up and sends it along its course to the goal.

Crossing the goal line the player turns the tire or hoop and rolls it back to the starting line. When he reaches the line, he gives the tire or hoop to the second in line and goes to the end of his team.

The second boy or girl immediately starts rolling the tire or hoop. In turn each member of the team performs the same action. First team to finish wins.

BUCKET BRIGADE

Equipment

Two pails for each team.

Formation

Players stand in relay teams. Give two buckets to the first player on each team. He places one on the ground and holds the other pail.

Object

To pass the buckets down the line.

To be the first team to have its members finish passing the buckets and returning to their original places.

The first player from each team turns and hands the bucket to the boy or girl behind him. The second boy or girl passes the bucket to the third. Each in turn hands it to the child behind him.

As soon as the head player passes the first bucket, he takes the second and sends it down the line. When the last player receives the two buckets, he takes them and hustles to the front of the line. Everyone moves back one place. As soon as he is in place, he puts one bucket on the ground and starts passing the other one.

Boys and girls continue passing the buckets until the head player again stands at the front of his team with the two buckets. First team to complete the cycle wins.

NO SPILL 'EM

Equipment

Three pails for each team.
Chalk, stick or other marker.

Formation

Mark a starting line and, forty feet from it, draw the goal line. Fill two pails for each team one-third full of water. Leave one full bucket of water at the starting line for each team, but out of its way.

Players stand in relay teams behind the starting line. Give two buckets to the first player on each team who toes the starting line holding one pail in each hand.

Object

To carry the pails to and from the goal without spilling the water. To be the first team to have its members finish carrying the buckets of water.

The first player on each team runs forward to the goal with the two buckets, being careful not to spill the water. At the goal he sets the two pails on the ground, picks them up again and hustles them to his team. Crossing the starting line, he gives the pails to the second boy or girl and goes to the end of the line. Each in turn carries the buckets in similar fashion. Anyone dumping the buckets must return to the starting line and refill them. First team to finish wins.

BUCKET PASS**Equipment**

One pail for each team.

Formation

Players form circles with ten players in each. Each group selects a captain. Give him or her the pail.

Object

To be the first team to pass the bucket around the circle five times.

On signal the captain passes the pail around the circle on his right.

When the pail returns to the captain, he shouts, "One bucket," and immediately passes it again to his right-hand neighbor thus starting the pail on its second circuit from player to player. The second time the captain gets the pail he shouts, "Two buckets." After each circuit, he shouts the number of the round. The first team whose captain gives the fifth count wins.



SACK STEPPING

Equipment

Gunny sack for each team.

Chalk, stick or other material for marking lines.

Formation

Draw a starting line and forty feet from it mark the goal line. Players are in relay teams behind the starting line. The first player from each team stands in a gunny sack and holds the top of it with both hands.

Object

To race in the gunny sack to and from the goal.

To be the first team having its members complete the gunny sack trek.

The first player from each team hustles to the goal line and back. Returning to the starting line the player steps from the gunny sack, quickly hands it to the second child in line and goes to the end of his team. The second player gets into the sack and starts off.

Play continues until one team finishes the sack trek. This team is the winner.

Suggestion

Caution the children to shuffle along or hop within the sack. If they try to run too fast they will fall.

MONDAY BLUES**Equipment**

Washbasket containing five items of old clothing, ten clothespins for each team, twenty-five feet of clothesline, and two volleyball standards or two trees for fastening clothesline.

Formation

Draw the starting line. Forty feet from it place the standards and put up the clothesline.

Boys and girls alternately stand in relay teams behind the starting line (boy, girl, boy, girl, etc.). Two teams compete at a time to prevent mixing the wash. Give the first boy in each competing team a washbasket containing the old clothes and clothespins.

Object

To have each boy hang up the clothes on the line.

To have each girl take the clothes down from the line.

To be the first team to have its members finish hanging the clothes and taking them from the clothesline.

On signal the boy proceeds to the clothesline with the basket of laundry. Placing the basket on the ground he takes one of the pieces of wearing apparel and hangs it on the line with the clothespins. As soon as he hangs up all of the wash, he picks up the basket and races to the starting line. Handing the basket to the girl who is next on the team he goes to the end of the line of players.

Racing to the clothesline with the basket, the girl removes the clothes, one piece at a time. With the wash and ten clothespins in the basket she races to the starting line, hands the basket to the boy standing there and goes to the end of the line.

Monday singers of the washday blues continue alternating in hanging up and removing the wash until one team finishes first. This team is the winner.

STEPPING STONES**Equipment**

Two pieces of wood, 12" x 12", for each team.

Chalk, stick or other marker.

Formation

Draw a starting line and about twenty-five feet from it establish the goal line.

Players stand in relay teams behind the starting line. Give the first player on each team two pieces of wood.

Object

To proceed to the goal by stepping on the pieces of wood and running back to the starting line.

The first player places one piece of wood on the ground and steps on it while he puts the other piece ahead of it. He then steps on that piece and picks up the trailing one.

The player continues in this way until he reaches the goal. Picking up the stepping stones he runs back to his team, hands them to the second boy or girl, and goes to the end of his line. Putting his or her stepping stone down, the next player starts off.

First team to have its players complete the slow-motion travel wins.

HOP TO IT**Equipment**

Two pieces of wood, 12" x 12", for each team.

Formation

Between the starting line and goal line place one of the pieces of wood. Put the second one on the goal line. Players stand in relay teams behind the starting line.

Object

To hop to each piece of wood, sit on it, arise and hop back to the starting line. The first team to finish wins.

The first player from each team hops to the first piece of wood, sits down, gets up and hops to the second piece where he sits down, gets up again, hops back to the first piece, sits down, gets up and hops home. Touching the hand of the second boy or girl, he retires to the rear while the second player repeats the performance. Play continues until one team wins.



BALLOON BLOWOUT

Equipment

Balloon for each pair of players, string, twenty-four inches long, for each balloon; watch.

Formation

Couples form a circle. One in each couple ties a balloon to his ankle. Four couples stand in the middle of the circle.

Object

To step on the other couples' balloons and break them.

To have a couple save its own balloon from a blowout.

To be the couple still with a balloon at the end of one minute.

On signal the four couples in the center of the circle go into action. Each tries to break the other couple's balloon. Both members of the couple try to protect their balloon from a blowout by maneuvering within the circle. Couples must keep their arms linked; couples that separate return to the circle. At the end of one minute, call time. Any couple still with an inflated balloon wins the first round and keeps the balloon for the final contest.

The last participants select four new couples to enter the circle, and the former contestants join the circle. Play continues until all couples participate in the attempted blowouts.

In the final round, all couples who have inflated balloons and survived the first contest, enter the circle and participate in the last blowout. The remaining players form the circle. While there may be more

than four couples to participate in this concluding step-and-break game, the procedure remains the same. Play until one couple wins.

VACATION TIME

Equipment

Paper and pencil for each group.

Formation

Each group of ten players sits together and selects one member to be the scribe.

Object

To write within a given time as many words as the members of the group can associate with vacation time.

Give the signal for the groups to start. The scribe lists the words on the paper. He lists also any words he can suggest.

Call time. When the group is small each writer in turn reads his list. If there is a large number of players, gather the lists and have some of the committee members or the leaders check them. The group with the longest list of words associated with vacation time wins.

Suggestion

A few of the words that children might include in their lists follow: swimming, camping, baseball, boat, lake, bicycle, dishes, errands, baby sister, games, fun, picnics, train ride, airplane, canoe, barbecue, hot weather, ocean, beach, clambake.

the junior family picnic

This particular type of picnic provides an excellent device for getting older children to assume responsibility for the younger ones and for having varying ages play together as one happy family.

The older children are parents for the day. Each family consists of two parents, four children of intermediate age and four younger ones. Parents draw names to see who their adopted children are to be.

INVITATIONS

The parents of the day serve as the hospitality committee. Each member helps prepare invitations in the form of a picnic basket, the symbol of outdoor fun and delicious food.

The outline of the basket is drawn on heavy yellow paper and then cut out so that the space between the basket and handle is free. Bright pieces of cloth to resemble the table cloths which covered the old fashioned picnic baskets are pasted on the top part of each paper basket. The invitation is written on the back.

GAME SUPPLIES

The foster parents of each family also bring a picnic basket, but instead of food it contains the following supplies for games: ten potatoes in a gunny sack tied with string in such a way that it can be unfastened easily, and enough rolls of colored crepe paper to make ten bows or ten neckties. Each family brings a different color so that its group can be distinguished from the others. The baskets should be carried to conceal the contents. They should be assembled the day before the picnic to make sure that everyone has the necessary supplies.

COLLECTING THE FAMILY

If the picnic is held at school, on the day of the event the junior parents take their baskets and call for the boys and girls in their family. Each family heads for the picnic scene and remains together during the formal part of the game program and lunch. At this picnic, adults or a special committee prepare and serve the lunch. The foster parents who assume responsibility for the members of their family help them in the games and have enough to do to keep any parents on their toes.

FAMILY FUN

The younger members of a family usually get the initial peek into the picnic basket. This time the parents have that privilege. They bring out the sack of potatoes, and the potato relay gets under way. Unless otherwise designated, when families compete in relays, the older children participate first; the intermediate, second; and the last but not least are the younger children. In this way children of the same or

approximate ages compete at the same time. Also, the older children give the younger ones a pattern for playing the games.

POTATO BEETLE RELAY

Equipment

Sack of potatoes for each team, chalk or other marker.

Formation

Draw a starting line and forty feet from it mark the goal line. Place the sack of potatoes between the starting and goal lines. Players stand in relay teams behind the starting line.

Object

To run to the sack of potatoes, hop over it, run to the goal and return to the sack, circle it, and run to the starting line.
To be the first team to finish the required actions.

The first child from each team runs to the sack of potatoes, hops over it and races to the goal. Turning he runs back to the sack, circles it, and dashes for the starting line.

Tagging the next player's hand, he goes to the end of his team while the second boy or girl hurries off to the potatoes. First team to finish has the fastest beetles.

GATHERING THE SPUDS

Equipment

Two small containers, ten potatoes, gunny sack for each team. Chalk, stick or other marker.

Formation

Draw a starting line and forty feet from it mark the goal line. Put five potatoes in each container. Place one on the goal line and the other between the starting and goal lines. Players stand in relay teams behind their starting line. The first player from each team holds the gunny sack.

Object

To alternate picking up and returning the potatoes.
To be the first team to finish picking up the spuds and returning them.

The first player on each team hurries to the potato patch, picks up the first container, and dumps the five potatoes into his sack. If any drop, he picks them up and puts them into his sack before continuing. At the goal he dumps the other five spuds in his sack and runs back to the starting line.

Handing the sack to the next player in line, he goes to the end of his team. The second player is not satisfied with the potatoes, and so he races to the first container and puts five potatoes in it. Then he goes to the second one and places the remaining five in it. Racing back to the starting line with the sack he hands it quickly to the next child who again picks up the potatoes.

Players alternate gathering the potatoes and returning them until one team is first to make up its mind whether to keep or return them.

MARKET DAY

Equipment

Sack of potatoes for each team. Chalk, stick or other marker.

Formation

Draw the starting line and forty feet from it establish the goal. Players stand in relay teams behind the starting line. The first player from each team puts the sack of potatoes over his shoulder and holds it with one hand.

Object

To carry the potatoes to market.

To be the first team to complete carrying its potatoes to market.

The first player from each team holds his sack and hustles to get his potatoes to market. Touching the goal line he turns and hurries to the starting line (market).

Then he hands the sack to the second member and goes to the end of his team. Play continues until each child goes to market. The team first to finish wins.

PICNIC BOUND

Equipment

Picnic basket which each family brings, whistle. Chalk, stick or other marker.

Formation

Mark the starting line and forty feet from it establish the goal line.

The parents of the day hold the picnic basket, each one hooking one elbow around the handle. With the other hand each parent holds the hand of one of the children in their family. Every foursome stands behind the starting line.

The other six members of the family stand in a file waiting to race with their parents.

Object

To have the parents and two children at a time race to and from the goal line.

To obtain the highest score by being the speediest family group.

On signal the foursome from each family runs toward the goal line. Whenever the leader blows the whistle, the quartet halts, does a complete turn in imitation of a family that is bound to a picnic and is in a dither about something they forgot to pack. Then they continue toward the goal.

Touching the goal, the foursome runs back to its waiting members. The first family to reach the starting line scores four points; second, three; third, two; and all others, one for trying.

The two children from each family go to the end of the file, and each parent takes the hand of one of the next two children to race. On signal, the parents hustle with the new members of the foursome. Families score and perform until all the members have participated. The picnic bound family with the highest score wins.

POTATO PICK-UP

Equipment

Picnic basket, ten potatoes, gunny sack. Chalk, stick or other marker.

Formation

Draw the starting line. Forty feet from it mark the goal line. One of the parents of each family places its picnic basket containing the ten potatoes on the goal and in line with its team. Families stand in relay formation behind the starting line. The second player on each team holds the gunny sack.

Object

To have each member of the family run to the basket, take one potato from it, race to the starting line and deposit the potato in the gunny sack.

To be the first family to have its members complete getting its potatoes.

The first member of each family runs to the picnic basket at the goal. Taking one of the potatoes, he races back to the starting line with it and deposits the potato in the gunny sack which the second member holds. Then he goes to the end of the line.

The second player hands the sack to the third player behind him and races to the goal to secure a potato.

Each member of the family repeats the action until one group gathers its ten potatoes. This family wins.

BASKET IS READY!**Equipment**

Picnic basket, ten potatoes for each team.

Formation

Every family stands in a file.

Place the team's ten potatoes on the ground ahead of the first parent. Set the picnic basket on the ground beside the last child on the team.

Object

To pass the potatoes, one by one, down the line to each member of the family.

To be the first team to finish passing the potatoes and return to its original place.

The first member of each family picks up a potato, turns, and passes it down his line. Everyone continues passing the potato until the last child obtains it. He puts it in the picnic basket beside him.

As soon as the first player passes one potato, he immediately stoops and picks up another which he passes back. He may, however, pass only one potato at a time.

Sending the spuds down the line continues until the last player secures the ten of them. Picking up the basket he runs to the front of the line. The head player dumps the potatoes on the ground and first passes the basket to the next player who sends it to the next child. When the last player receives the basket, he shouts, "Basket is ready!"

Then the head player, the new passer, starts sending the potatoes down the line, one by one. Passing the potatoes continues until each member of the family occupies the head position of his line and takes a turn at sending the spuds to all of the family. First family to finish wins.

ESCORTING THE CHILDREN

Equipment

Chalk, stick or other marker.

Formation

Mark the starting line. Forty feet from it establish the goal line. The parents stand behind the goal line while the eight children of each family stand in a file across from them behind the starting line.

Object

To have the parents alternate in bringing the children from the starting to the goal line.

To be the first parents to escort their children to the goal line.

Give the signal for one of the parents to run to the starting line and get the first child. Taking the boy's or girl's hand the parent and the child run to the goal.

As soon as they cross the goal, the other parent runs to the starting line and escorts the second child back to the goal. Parents alternate in running to the starting line to get a child until the eight of them stand behind the goal line with their parents.

The first parents to escort their eight children to the goal line win.

FAMILY CIRCLE

Equipment

Ten potatoes and picnic basket for each family.

Formation

Each family sits in a circle. One of the parents places the ten potatoes in front of him. The other parent sits to his right with the basket in front of him.

Object

To pass the potatoes around the Family Circle.

To be the first team to complete the ten circuits of the potatoes.

The parent who has the pile of potatoes takes one and passes it in a clockwise direction to a member of the family. He gives it to the next player. Passing continues until the parent having the basket receives them. Putting the potato into it he calls, "One."

Then the parent with the potatoes picks up the second one and sends it on its way around the circle. Passing proceeds in this way until the ten potatoes reach the parent with the basket. He calls, "Ten," upon receiving the last one. The entire family stands with the announcement of this good word and clasps hands to indicate the winning Family Circle.

BOWS AND TIES

Equipment

Crepe paper from picnic basket.

Formation

Each family sits in a circle.

Give enough crepe paper to each member of the group to make either a bow or necktie.

Object

To have each member of the family make a bow for girls or a tie for boys.

To be the first family to have its members attired for lunch.

Give the signal for each member of every family to make a bow or tie for one person in their group. The member makes a bow for the girl or a tie for the boy.

When a family finishes dressing its members for lunch, it walks with hands joined and presents itself to the leader. If the family appears with bows and ties complete, call a temporary halt to the game and announce the winning family. At lunch the family has the privilege of being served first. Then allow the other families to complete their fancy trimmings.

With each group wearing its family colors the members enjoy their lunch together. This concludes the family's attendance at the picnic. After lunch the players resume their regular status and participate in the games of their choice.

Suggestion

Young children may need the guiding hand of their parents in creating the bows and ties.

the theme picnic

A theme gives an outing a special meaning. It can vary from royalty to hobos. The one described here settles for the latter and is called Hobo Hop-Off. Children wear old clothes befitting the professional tramp.

INVITATIONS

For the invitation, the hospitality committee makes a miniature of the stick with which a hobo carries his bundle of possessions. It is easily made by tying to the end of a small twig about four inches long a brightly colored piece of cloth filled with cotton. Around the twig is fastened a piece of brown paper on which is written the message informing the boys and girls the time and place of the picnic and requesting them to wear old clothes.



HOBBO NAMES AND SLOGANS

Before the picnic, the committee writes the name of a hobo on slips of paper, one for each guest. Appropriate names might include Denver Daisy, Cleveland Chuck, Peoria Pete, Philadelphia Pat, Rockford Rosie, Milwaukee Millie, San Francisco Susie, Boston Bill, Albany Art, Grand Rapids Gertie. On the day of the picnic each picnicker receives a slip and pins it on his blouse or jacket. During the Hobo Hop-Off picnickers call each other by these names only.

The admonition which the hobo so often hears, "If you want to eat, you must work," is varied slightly on this occasion. The slogan, "If you want to eat, you must play for it," is as sweet music to the would-be vagrants as the click of train wheels to the professional tramp. In the activities which follow, the rod-riders have ample opportunity to get the kinks out of their limbs.

WHOOOPS! WRONG WAY!

Equipment

For each team, an old broom with bundle of rags tied to it to resemble hobo's stick with possessions.

Formation

Draw the starting line about forty feet from the goal line. Players stand in relay teams behind the starting line. The first player on each team has the hobo stick.

Object

To carry the hobo's stick over one shoulder and to hold an imaginary hat on the head while racing to and from the goal.

To be the first team to have all the hobos race back to their original places.

The first player on each team places the hobo stick on his shoulder, holds his imaginary hat on his head and on signal runs to the goal line to catch an imaginary train. When he finds that the train is not there, he shouts, "Whoops! Wrong Way!" and rushes back to the starting line. Handing the stick to the second foot-loose traveler he goes to the end of the line while the next sightseer starts off. Dashing to the train keeps up until one team apparently satisfies its wanderlust and returns to its original hobo "jungle." Score as for other relays.

JAVA PUSHOVER

Equipment

Two-pound Java (coffee) can, broomstick.

Chalk, stick or other marker.

Formation

Draw the starting line. Forty feet from it mark the goal line.

Players stand behind the starting line in relay teams. The first hobo on each team holds the stick and places the Java can so it touches the starting line.

Object

To push the Java can with the stick to and from the goal.

To be the first team to finish pushing the coffee can.

On signal the first professional tramp from each team pushes the Java can with the stick to the goal. When he reaches the goal, he stands the can up, circles it, lays it on the ground and begins rolling it to the starting line.

When he crosses the line with it, he hands the stick to the next player and goes to the end of his team. Then the next boy or girl starts rolling the coffee can. Play proceeds until one team completes the Java Pushover.

Suggestion

For the very young children shorten the distance between the starting and goal lines.

JAVA ON THE MOVE***Equipment***

Two-pound coffee can for each team; marker.

Formation

Draw the starting line. Twenty-five feet from it mark the goal line. Players stand behind the starting line in relay teams. Give the first hobo on each team a Java can which he puts on his head.

Object

To balance the can on one's head while running to and from the goal line, and to be the first team to complete moving the Java.

The first foot-loose traveler on each team runs to the goal line and back while balancing the can on his head. If it falls off, he must stop and put it back on before proceeding on his way. When he recrosses the starting line, he hands the can to the next hobo and goes to the end of the line. The next boy or girl starts off. Play proceeds until one team completes the action.

Suggestion

Allow young children to hold the can on their heads while going to and from the goal.

BOXCAR BALANCE***Equipment***

Long board, six to eight inches wide, for each team.

Formation

Place the board a short distance from the starting line ahead of each team or, instead of the board, draw a lane ten feet long and six inches wide ahead of each group.

Players stand three feet behind the board and are in relay teams.

Object

To walk the board without falling off or to walk in the lane without stepping on the lines.

To be the first team to finish walking on the boxcar top.

On signal the first hobo from each team walks down the length of the boxcar top, turns and walks back across it. If he loses his balance and steps off, or touches the chalk line when lanes serve as substitutes for the board, he tries again to walk the boxcar top from whatever direction he started.

Returning to his team he touches the second hobo's hand and goes to the end of the line. Hobos continue practicing their art of walking the tops of the freight cars until one team proves its proficiency by finishing first.

RIDING THE RODS***Equipment***

Chalk, stick or other marker.

Formation

Draw a starting line and forty feet from it establish the goal line.

Players are in relay teams standing behind the starting line.

Object

To run to the goal, lie down as if riding the drawrods of a freight train, arise, and race to the starting line.

To be the first team to complete Riding the Rods.

The first rod-rider runs to the goal, lies down to pretend that he is riding the rods of the freight train going his way, and shouts, "Ah! For the life of a hobo!" Getting up he runs to the starting line, touches the hand of the second professional tramp and goes to the end of his team.

The next traveler races and performs the same actions. The first team to have its members back in place wins.

HOBBO-FASHION RELAY

Equipment

Each team has an old coat with tattered sleeves, pair of gloves with half the fingers and a pair of socks without feet.
Chalk, stick or other marker.

Formation

Draw a starting line and forty feet from it mark the goal.
Players line up in relay teams behind the line. Give the first player on each team the hobo's finery.

Object

To don the hobo's wardrobe and race to and from the goal.
To undress and give the hobo outfit to the next player, and to be the first team whose members all make the roundtrip in the hobo outfit.

The first professional tramp puts on the old coat, the ventilated gloves and the footless socks. He then runs to the goal and returns to the starting line where he takes off the clothing and goes to the end of his team. If socks come off on the way, the gentleman of the road adjusts them before continuing.

The next hobo in line puts on the attire and dashes to and from the goal. Play goes on until one team of hobos finishes first.

BETWEEN TRAINS

Formation

Players form groups of ten and each sits in a section of the jungle, as the hobo camp is called.

Object

To have each group pantomime some hobo activity and to have the audience guess the action.

Allow the groups about five minutes to decide upon some hobo activity such as asking for a handout, riding the trains, preparing the stew, brewing coffee, working for chow. After the designated time the hobos form a large circle. Each group in turn presents its pantomime

while the audience in the jungle tries to guess what activity their pals portray.

The children select the best pantomime by a vote of raised hands. The winning actors have the honor of being served first for chow.

THE FINALE

By this time the travelers of the road undoubtedly have developed a tremendous appetite. A word from a member of the refreshments committee indicates that the group has earned the right to eat. Being the first to be served, the winning hobo pantomimers go to the scene of refreshments to get their handout.

With the food on paper plates covered with a colorful napkin each hobo gets his food and eats in the area provided. Players obtain refills, of course, by trying the kitchen door (refreshments table) and proving that they played twice as hard as usual.

After chow the players who are not too weary might enjoy a period of free play or a hobo song fest.

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